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ABSTRACT

Designed for use with the companion student book, this teacher's manual is part of a course to acquaint high school students with the common competencies related to all public service jobs. (The one-quarter course, "Preparing for Public Service," is the second in a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools.) Contents of the student guide are included in the teacher's manual: several units of readings followed by related activities, some designed for completion independently, some by groups. Topics are (1) introduction to communication, (2) written communication (the business letter, the application form, the memorandum, captions and telegrams, and the short report), (2) oral communication and getting along with other people (speaking fluently and indicating emphasis, listening and responding skills, identification and use of basic skills in getting along with others--personalizing skills, good grooming), (3) basic record keeping (filing systems and data processing), and (4) interviewing skills and application for a public service job. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. (The companion student book is CE 013 805. Guides and manuals for the other courses and a guide to the total program, CE 013 652, are also available separately.) (JT)

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CE 013 654

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PREPARING FOR PUBLIC SERVICE

A DEVELOPMENTAL COURSE IN THE PUBLIC SERVICE CLUSTER

TEACHERS MANUAL

- **Written Communications**
- **Oral Communications and Interpersonal Relationships**
- **Good Grooming**
- **Basic Record Keeping**
- **Interviewing Skills**
- **Applying for a Public Service Job**

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PREPARING FOR PUBLIC SERVICE

(Common Core)

A COURSE IN THE WORK SKILLS COMMON
TO ALL PUBLIC SERVICE JOBS

The document was prepared under a developmental grant in accordance with Part C, Section 131b of Public Law 90 576 by the Gwinnett County Applied Program of Public Service. The Applied Program of Public Service was developed under the direction of Daniel Cowart.

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FOREWORD

"Preparing for Public Service" is a one quarter course designed to acquaint high school students with the common competencies related to all Public Service jobs. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The Preparing for Public Service course is the second in a series of three courses developed as a comprehensive approach to vocational skill development in Pulbic Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Orientation to Public Service" prior to entering this course. Upon successful completion a student would then enroll in the Public Service Skill Development program which is taught in the community.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent of Adult and Vocational Education Programs.

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EFFECTIVE WRITTEN COMMUNICATION

Introduction to Communication

This packet was prepared to help you become skillful with some of the many forms of written communication you will encounter in Public Service, whether or not you decide on a career in public service. These forms include the business letter, the application form, the memorandum, and the short report.

In order for you to be able to communicate effectively in writing, you need to know exactly what it means to communicate and how important communication is in our everyday lives. There are many forms of communication that do not use words. When you are writing, although you may never have realized this before, you are using one of these other forms. Therefore, it is important to know about the other forms of communication and how thay may effect your writing. The basic introduction will help you to learn some of these things about communication.

WHERE AM I GOING?

By the time I finish this basic introduction, I will be able to explain the meaning of the word "communicate". I will be able to tell what is meant by "verbal" and "nonverbal" communication and explain how these sometimes combine. I will be able to demonstrate examples of these two major forms of communication.

HOW WILL I GET THERE?

1. I will read the material provided on the following pages.
2. I will complete the Self-Check Activity
3. I will complete the Improvisation Activity.

HOW WILL I KNOW WHEN I'VE ARRIVED?

1. I will check my comprehension of the material by checking my answers to the Self-Check Activity.
2. I will ask for my classmates' and teacher's reactions to my performance on the Improvisation Activity.

INTRODUCTION TO COMMUNICATION

Have you ever thought about the meaning of the word "communicate"? "Communicate" means to send a message that has meaning. To help you in understanding this definition a little better, read the following story about a morning in the life of a high school student named Jane.

When the alarm clock went off at 6:30 on a school day, Jane pretended that she didn't hear it and burrowed deeper into the covers. Ten minutes later, though, when she heard her mother's voice calling her from downstairs, Jane knew she had to get up. While she was getting dressed, Jane turned on the radio to her favorite station for the morning music show. As she was combing her hair, the disc jockey played the song Jane and her boyfriend, Mike, thought of as theirs, and she began to daydream about Mike and the spring formal. When she heard her mother's irritated voice calling her again, Jane finished dressing and hurried downstairs. At the breakfast table, Jane exchanged "Good mornings" with her parents. She poured herself a cup of coffee from a coffeepot attached to a timer that made it start automatically. While she was glancing at the newspaper, Jane's younger brother came rushing into the kitchen, scowling at everyone who spoke to him. Bosco, the family dog, nudged Jane's elbow with his nose. Every morning Jane fed him pieces of toast and Bosco was getting impatient. The sound of Mike's car horn outside ended breakfast for Jane. She grabbed her books, hurriedly said goodbye and rushed out to join Mike.

This simple little story is not just about a girl named Jane; it is about communication in many forms. Take a few minutes to jot down on a piece of scrap paper all the instances of communication you can find in this story.

How many instances of communication did you find? You probably realized that people were sending other people messages in the story and even that a dog (Bosco) was sending a message, but did you realize that mechanical gadgets were sending messages to people and that electrical gadgets were sending messages to each other? The alarm clock sent Jane a message that it was time to get up and Mike's car horn sent Jane a message that Mike was outside. The timer sent the coffeepot an electrical message that it was time to start.

Of course, the gadgets in our story didn't send "verbal" messages (messages with words). The "verbal" or "word" messages in our story were all sent by people. Jane sent her parents a word message when she said "Good morning" and she received a word message when she listened to the radio and read the newspaper. The people in this story also used "nonverbal" communication (communication without words). The scowl on Jane's brother's face told how he felt. Jane was sending a "nonverbal" message to herself when she was daydreaming. Sometimes the "verbal" and "nonverbal" messages were combined. The irritable tone in Jane's mother's voice combined with the words her mother used to call Jane to breakfast to tell Jane her mother meant business. The words of the song Jane listened to combined with the music to convey a message.

These are just a few of the hundreds of verbal, nonverbal, and combined messages we get every day. Sometimes our very lives may depend on messages, both verbal and nonverbal. Consider for example, how a siren, a buzzer, or the picture of a skull and crossbones on a bottle of poison may save our lives by warning us of danger. Many times, as on a bottle of poison that has the word "POISON" and the picture of a skull and crossbones on it, verbal and nonverbal messages work together, but sometimes they may work against each other. Imagine arriving for a job interview dressed very sloppily. You may communicate the right things verbally to the interviewer, but what message is your physical appearance communicating to your prospective employer? If you jotted down only the verbal forms of communication in our little story, it's probably because in our society we are most used to thinking in terms of verbal communication, but it is important to remember about nonverbal forms of communication as well.

Activity 1

SELF-CHECK

Objective: I will check my ability to recall important points about communication discussed in this introduction, and I will distinguish between verbal and nonverbal communication.

Resources: This self-check activity, pencil or pen.

Part I

Instructions: Below is a list of messages we received in our everyday lives. Beside each message, write whether that message is verbal, nonverbal, or a combination of both.

____________ 1. The "warning" label on a package of cigarettes.

____________ 2. A telegram.

____________ 3. A flashing blue light on the top of a car.

____________ 4. A billboard advertising a nearby motel.

____________ 5. A bell that rings at the end of math class.

____________ 6. Saying "hello" in a pleasant voice.

____________ 7. The frown on your parents' faces when you come in two hours late.

____________ 8. A red traffic light.

____________ 9. A cross on the top of a building.

____________ 10. Your favorite song.

Part II

Instructions: Supply the best short answer that you can for each of the following sentences.

1. To communicate means ____.

2. People can communicate with people, but communication can also take place between

   ______________________ and ____________________.

3. "Verbal" communication means ______________________________________.

4. "Nonverbal" communication means ___________________________________.

5. An example of verbal communication is _____________________________.

6. An example of nonverbal communication is __________________________.

7. An example of the two kinds of communication combined is _______________.

8. An example of a time when the two kinds of communication conflict with each other is

   ____.

9. An example of verbal communication that may save our lives is _______________.

10. An example of nonverbal communication that may save our lives is _______________.

How will I know I've Done it Correctly?

I will check my answers with the answer key.

Activity 2

IMPROVISATIONS

Objective: I will demonstrate some instances of verbal and non-verbal communication.

ACTIVITY

Resources: Some imagination and several of your classmates.

Instructions: Get into groups of two or three and select one of the situations below or create one of your own as a group. Assign parts and improvise (make up dialogue and action as you go along) a 2-3 minute skit around the situation. Have each player use both dialogue (verbal communication) and some form of nonverbal communication such as gesture, facial expression, body movement, or voice tone. You can make the total effect of the communication either positive or negative.

Situations:

1. You are a nervous prospective employee of a public service agency (select one) and have arrived for an interview with the personnel manager.
2. You are a public service agency employee (teacher, fireman, parks director, etc.) who has just been named the local "Citizen of the Year". You are accepting an award from the mayor.
3. The President of the United States is making a tour of government agencies and yours (select one) has been chosen as one he is to visit. You have been selected to greet him.
4. You and another public service employee (each from a separate MOG) have been asked to speak to a high-school APPS class. One or two of the students have a question to ask you when you finish speaking.

How Will I Know I've Done It Correctly?
I will ask for the reactions of my teacher and classmates.

EFFECTIVE WRITTEN COMMUNICATION

The Business Letter

Whether or not you decide on a career in public service, one of the forms of written communication you will encounter most frequently is the business letter. The business letter is simply an agreed upon form most people use to send messages in the business world. They have many purposes: to ask for information or to respond to requests are two of the most common.

As a public service employee, you could come into contact with business letters daily. If you had an entry level job in a public service agency, you might be expected to write letters on routine matters as well as put them into their final, typed form for mailing. At the management level, you would be responsible for the contents of a business letter. Either way, you would be expected to communicate effectively through the form of a business letter.

WHERE AM I GOING?

By the time I finish this section, I will be able to identify the correct procedures for writing a business letter. I will be able to write an acceptable business letter.

HOW WILL I GET THERE?

1. I will read the material provided on the following pages.
2. I will complete the Self-Check Activity.
3. I will complete the Letter Writing Activity.

HOW WILL I KNOW WHEN I'VE ARRIVED?

1. I will check my knowledge of the basic procedures for writing a business letter by checking my answers on the Self-Check answer key.
2. I will ask for my classmate's opinions of the letter I write.
3. I will ask for my teacher's evaluation of the letter I write.

THE BUSINESS LETTER

Writing an effective business letter means that the person receiving the letter gets, as nearly as possible, the message you intend for the letter to have. In order to ensure that the receiver will get this message, there are several "rules" you should follow.

1. Organize your thoughts as carefully as possible, so that they will be easier to understand.
2. Keep your message as simple as possible. Do not include any unnecessary information that might "clutter up" your letter and make the main points of the message more difficult for the receiver to get. Keep your words simple and your sentences short, if possible.
3. Be sure to send the proper "nonverbal" message with your letter. As a representative of a public service agency, you will be speaking for that agency. Adopt a "tone" in your letter that will be polite and indicate that you are happy to be working with the public. At the same time, convey a nonverbal message that you are responsible and knowledgeable as a representative of your agency. Use the proper form and avoid any carelessness (misspellings, smudges, grammatical errors) that may say otherwise. Use good quality, unlined paper of a standard size. Type your letter, if possible. If not, use your very best handwriting. Use a pen that writes with dark blue or black ink and does not skip or blot.

There are several acceptable forms for business letters and you will probably be expected to use one of these forms. The following page shows one of these acceptable forms. The key at the bottom of the page identifies the parts of the business letter. The explanation of each of these parts on the next few pages will help you to understand some of the agreed-upon conventions for writing business letters. As you read the explanations, refer back to the sample letter.

Public Service Agency
(1) 123 Any Street
Any Town, Any State 12345
(2) March 15, 1977

Miss Jane Smith, APPS Teacher
Typical Town High School
(3) 123 Any Street
Your Town, Your State 12345

(4) Dear Miss Smith:

Our office has just received your letter of March 13.

Could you please let me know what time would be convenient for me to come speak to your APPS class. The best time for me would be either a Thursday or Friday morning. (5)

I am looking forward to meeting with you and your class.

(6) Sincerely yours,

(7) John P. Wilson

KEY

1. Sender's Address
2. Date Line
3. Inside Address
4. Greeting or Salutation
5. Body of the Letter
6. Closing
7. Signature

1. Address of Sender - If you are working in a public service agency or other office, your office stationary will probably have a "letterhead" with the name and address of the office on it. If not, write your address in the manner shown. Your house number and street name, or your rural route and box number go on the top line; your city, state, and zip code on the second line. A comma goes between the city and state or rural route and box number. Notice that the left-hand margins of the sender's address are exactly even and that the right-hand margins are as even as possible. Don't use abbreviations unless absolutely necessary (an exceptionally long city and state name that would run over into the right-hand margin, for example). It is most acceptable to abbreviate the name of your state and to use the abbreviations "St." for "Street"; "Ave." for "Avenue"; "Rt." for "Route". Each item in the sender's address goes directly under the other. Do not skip lines.

2. The Date Line - Today's date goes directly under the address of the sender without skipping a line. The left-hand margin of the date line is exactly even with the left-hand margin of the sender's address. Write out the month (don't abbreviate), follow that with the day, and put a comma between the day of the month and the year.

3. Inside Address - This address is the name of the person and/or company to whom you are writing. If you do not know the individual's name but wish the letter to go to a person with a particular title, you may use the title in your inside adress (Example: Public Relations Officer/Department of Agriculture). Some rules about the inside address are that the left-hand margin is perfectly straight and about one inch from the left of the page. Separate this address from the sender's

3. (continued) address with a double space. Each word in the name of the agency or company to which you are writing is capitalized. Again, put a comma between the name of the city and the state.

4. Salutation or Greeting - Separate the salutation from the inside address with a blank space. The left-hand margin should be exactly even with the left-hand margin of the inside address. If you know the name of the person to whom you are writing, begin the salutation with "Dear" followed by the person's title and last time. If you do not know the person's name, you may use as salutation like "Gentlemen" or "Dear Sirs". It is now considered acceptable to begin a business letter with "Dear Sir or Madam". Always follow the salutation with a colon (:) and capitalize each word in the salutation. Common abbrevations to be used with this portion of the letter include "Mr.", "Mrs.", and "Dr.".

5. Body of the Letter - This is the main part of your letter. Keep your left-hand margin exactly even with the left-hand margin of the inside address and salutation. Make the right-hand margin of the letter fairly even with the right-hand margin of the sender's address. You may indent the first sentence of each paragraph in the letter, if you like. Separate this part of the letter from the salutation with a blank space and skip a line between each paragraph of your letter. The body of the letter is obviously the most important part of your letter since it will contain the information you are sending. State your most important information first and do not include any unnecessary information. Be polite, but as brief as possible. And do be certain that you are sending correct messages. Get your facts straight!

6. Closing - There are several closings you can use. These include "Very truly yours", "Sincerely yours", and "Yours truly". Leave a blank space between the body of the letter and the closing. Capitalize only the first word in the closing and use a comma after the final word of the closing.

7. Signature - If you are writing your letter by hand, sign your letter on the line below your closing. Use your first and last name, but not your title. You would not, for example, sign your letter "Miss Jane Smith". You may, if you like, put your title in parentheses before your signature. If you are typing your letter, skip four spaces below the closing and type your name so that the left-hand margins of the closing and your typed name are even. Write your name in the space between the closing and your typed name.

The Envelope

The envelope is also an important part of your business letter. If possible, use a standard size, white business envelope (4" X 9½"). If the name of your agency or company is already printed in the upper left hand corner of the envelope, you may write or type your name beneath that of your agency. If your agency name is not on the envelope, leave a small margin at the top and left of the envelope, and type or write your name and then your address just as it is on the sender's address.

The Envelope - continued

The name and address of the person to whom you are sending the letter goes in the middle of the envelope in the same form as the inside address. Notice that the left-hand margins are always even. When you finish, your envelope should look like this:

Mr. John P. Wilson
Public Service Agency
123 Any Street
Any Town, Any State 12345

Miss Jane Smith, APPS Teacher
Typical Town High School
123 Any Street
Your Town, Your State 12345

Folding the Letter

If you are using a standard size envelope, fold your letter by turning it up one-third of the way from the bottom of the sheet so that the typed portion is on the inside. Fold the top third of the sheet over the bottom third. If you must use a small size envelope, fold the paper up from the bottom so that the sheet is folded into an exact half with the typed portion inside. Now fold the right third section of the sheet over the two thirds. Your teacher will demonstrate the proper way to fold a business letter.

Activity 1

SELF-CHECK

Objective: I will demonstrate my knowledge of the basic conventions of writing a busines letter.

ACTIVITY

Resources: This self-check activity, pencil or pen

Directions: Place the letter corresponding to the part of the business letter that fits the description of a rule for that part on the space to the left of the description. The description may fit more than one letter part.

A. Sender's Address
B. Date Line
C. Inside Address
D. Salutation
E. Body
F. Closing
G. Signature

_______ 1. Commas may go here.
_______ 2. Comma goes at the end only.
_______ 3. Left-hand margin is even with the left hand margin of the sender's address.
_______ 4. Right-hand margins are not exactly even.
_______ 5. Address of the person or agency to whom the letter is being sent.
_______ 6. Address of the person or agency who is sending the letter.
_______ 7. The first line may be indented five spaces.
_______ 8. A colon is the correct punctuation.

__________ 9. Goes immediately below the sender's address.

__________ 10. The left-hand margin should be even with the left-hand margin of the inside address.

__________ 11. Eac word should be capitalized.

__________ 12. Should be separated from the part before it by a double space.

__________ 13. This part must always be handwritten, even if the letter is typed.

__________ 14. Gives the title of the person to whom you are writing.

__________ 15. Contains a zip code.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will check my answers with the answer key.

Activity 2

LETTER WRITING

Objective: I will demonstrate my ability to write an effective business letter.

ACTIVITY

Resources: Good quality, unlined, white writing paper, pen that writes with dark blue or black ink, or a typewriter, your favorite MOG, and a white business envelope.

Directions: Imagine that you are already employed in the public service area that most appeals to you, in the capacity of public relations officer. A high school APPS class has written to you asking for general information about employment in your public service area. Locate the MOG that describes the area in which you are serving, and review it for the information the APPS class has requested. Now write a business letter in acceptable form conveying the information to the APPS class. You can make up an address for your office and use your own high school's address for the inside address. Prepare an envelope to go along with your letter. Type the letter and envelope if you can. If not, use your very best handwriting. Ask one of your classmates to proofread your letter before you take it to your teacher. Since you certainly want to convey a good impression of public service to prospective employees, rewrite your letter if your teacher says you have any mistakes until it is as perfect as you can make it.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will ask my teacher to evaluate my letter.

EFFECTIVE WRITTEN COMMUNICATION

The Personal Data Sheet

Like the business letter, a FORM is simply an agreed-upon means for sending information in the business world. Even if you have never worked, you have probably filled out many different kinds of forms: a form when you are issued a textbook; a form to register for classes; a form to open a savings or checking account; perhaps even a form to apply for a driver's license. Once you do start working, you will be surrounded by even more forms: forms to apply for the job; forms for the payroll and insurance departments when you have the job; forms to file your income tax; and forms to apply for credit or to buy a car. If you do decide on a career in public service, most local and state governments and the federal government have special forms they have adopted for various purposes. But, regardless of whether you decide on a career in public service, the ability to fill out forms is a skill everyone needs to acquire.

Of course, the first form you will fill out for a public service agency you want to work for is a job application form. The personal data sheet is a way of gathering and organizing information you will need to fill out a job application form and is our first step on the way to becoming an effective communicator through job application forms.

WHERE AM I GOING?

By the time I finish this section on the personal data sheet, I will be able to write a personal data sheet to aid me in filling out a job application form.

EFFECTIVE WRITTEN COMMUNICATION

The Application Form

Certainly one of the most important forms you will ever fill out is the job application form. Just as with the business letter, there are certain agreed-upon "conventions" or "rules" you should follow in filling out an application form. And, just as with business letters, you are communicating nonverbal information about yourself at the same time you communicate the verbal information asked for on the form. The application form may be the first contact you have with a prospective employer and if your form looks messy and gives the appearance of having been carelessly filled out, that employer may come to the conclusion that you are not the person the agency wants to hire. You may never get the chance to appear in person to correct that impression. In this section on the application form you will learn to be an effective communicator through the medium of the application form.

WHERE AM I GOING?

By the time I finish this section on the application form, I will be able to fill out a general application form and a civil service job application form with total accuracy.

THE APPLICATION FORM

The purpose of the application form is for the employer to get information about you that will help him or her decide whether you are the kind of employee the agency or company needs. Most application forms require the same kinds of information. Since it is very important to be accurate (supply the right information) on an application form and since it is difficult to remember all the details you will be expected to know, it is a good idea to make a personal data sheet for yourself that will contain all the information you will need to fill out an application form. You can then take this sheet with you to have when you fill out the form.

The first kind of information the application form will probably require is personal information. You will have to supply your name and address and details such as where and when you were born; physical characteristics such as height and weight; information about your parents; and perhaps something about your interests, hobbies, and career goals.

A second kind of information you will need to fill out a job application form is about your educational background. There will probably be places on the form for you to list the schools you attended, where these schools were located, and dates you attended them. Sometimes there will also be a space for you to list the subjects you studied in school and what your grades were in thos subjects.

A third category of information is about your work experience. You must put down on most application forms the job you now have and, usually beginning with the most recent job and going back, the jobs you have held in the past. You will also have to write down the names of your supervisors on these jobs, the rate of pay for these jobs, how long you held each job, and your reason for leaving each job.

Finally, there will probably be a section on the application form for you to write the names and addresses of three people who can say something about your character and your qualifications for the job for which you are now applying. These kinds of people are called REFERENCES. Usually, the form will state that the references should not be relatives or the same people you listed as former employers. Good prospective references might include your minister, Sunday school teacher, family physician, teacher, or a neighbor who is respected in the community. The prospective employer will probably contact these people, so it is considered courteous to ask their permission before you list them as references.

HOW WILL I GET THERE?

1. I will read the material provided on the following pages.
2. I will fill out the general application form.
3. I will fill out the civil service application form.
4. If time allows, I will complete the Role Playing Activity.

HOW WILL I KNOW I'VE ARRIVED?

1. I will ask my teacher to check my general application form for total accuracy.
2. I will ask my teacher to check my civil service application form for total accuracy.
3. I will ask for my classmates' and my teacher's opinions of my performance in the Role Playing Activity.

THE JOB APPLICATION FORM RULES

A job application form is a means employers use to get a lot of information about a prospective employee in a relatively small space. When you fill out one of these forms, there are certain rules you should follow to be sure you are communicating the right kind of verbal and nonverbal information about yourself.

General Rules for Filling Out an Application Form

1. Be neat. The way your form looks will send a lot of nonverbal information about you. If your form is smudged, if your printing or handwriting is sloppy or if you write in the wrong spaces or let your writing drift all over the page, the employer is not going to be very impressed. When you are filling out an application form, use a pen that writes with dark blue or black ink and that does not skip or run.

2. Be accurate. Give correct information. The agency will probably check your information, so be sure you have names, dates, and addresses correct. The time to check this information is before you go to fill out the application form. Your personal data sheet will help you here.

3. Be honest. Many application forms, including the civil service one, state that giving misinformation can cause you not to be considered for the job. If you have to write something on the form you think will hurt your chances for getting the job, you will probably have a chance to explain in a personal interview.

4. Be complete. Give all the information asked for and do not leave any blank spaces. If a certain question does not apply to you, write "N/A" (not applicable) in the space provided. If you leave a blank space, it may look as though you simply overlooked that question. Many times, also, one question will ask for more than one kind of information, so be sure to answer each question completely. The civil service application form states that failure to answer all the questions completely could mean you would not be considered for the job. How would you feel knowing that a moment's carelessness cost you a job?

5. Follow directions exactly. If the directions say "Please print" and you proceed to answer the questions in writing, what is your prospective employer going to think about your ability to follow directions? In order to follow directions, you have to be sure to read all the directions on the form. Never start to fill out a form until you have read all the instructions carefully.

These are the general rules for filling out application forms. If you follow all these rules carefully, you should have no problem making a good impression with your completed form. As you fill out the form, put your personal data sheet beside the form and transfer the information on your data sheet to the form. There are some rules about putting this information on the form you should know.

Rules for Putting Personal Information on the Form

1. Your name. Usually the form will ask for your last name first, then your first name, and your middle name or initial. Be sure to put your name in the spaces provided. If there is a separate space for each part of your name, don't run your name together.

2. Date of birth. You may put the number of the month, followed by a slash line, followed by the day of the month, followed by a slash line, followed by the last two numbers of the year. (EXAMPLE: 3/7/77).

3. Address. There will probably be a separate space for the number of your house, your street, city, state and zip code. Don't run all this information together if a separate space is provided for each item.

4. Work history. The form will probably state to list your most recent (last) job or present job first, and then the job you had just before that and so on. Even if your job was only a part-time job, you should list it, since any job experience helps. The rate of pay may be listed as $____ per ____. If you were paid by the hour and made $2.75 an hour, you would write $2.75 per hour. If you were paid by the week and made $80 a week, you would write $80 per week, and so on.

5. Health. The form ask you to state the general condition of your health. If you have not had any serious health problems, you would probably write "Good". There may also be a list of diseases for you to check off which ones you have had. You might be asked to indicate any serious physical "defects" (handicaps) such as blindness or loss of hearing.

6. Person to notify in case of emergency. This is a person your employer can get in touch with and who can be responsible for you if you should get hurt or become sick at work. This person would probably be your wife or husband if you are married and, if not, your father, mother or other close relative. The form may also ask for the name of the doctor and hospital you prefer to use.

7. Blanks, blocks and parentheses. Sometimes the form will provide blanks for information. Be sure you are writing on the proper blank since the blank may be to the right of the heading.

8. Abbreviations. There are certain words it is acceptable to abbreviate on a form. These words include names of states, "Street" (St.), "Avenue" (Ave.), "High School" (H.S.), "Junior High School" (J.H.S.), "Company" (Co.), and dates (3/11/77). It is best not to abbreviate other kinds of words.

9. Signature. There will be a place on every job application form where you must sign your name. "Signing" your name means to write it, even if the directions say to print when you fill out the application.

You are now ready to begin filling out the application form!

Activity 1 THE GENERAL JOB APPLICATION FORM

Objective: I will fill out a general job application form with total accuracy.

Activity

Resources: The general job application form, a pen that writes with dark blue or black ink, and your personal data sheet.

Directions: Fill out the general application form provided by your teacher. Read the instructions carefully and follow them exactly. If there are any words on the application form you do not know, ask your teacher and then make a list of these words for future reference. When you finish your form, exchange forms with a classmate and proofread each other's forms. Ask your teacher for final approval. If you have made any errors, review the rules for filling out application forms and re-do your form until it is completely correct. Use your personal data sheet for the information you need.

HOW WILL I NOW I'VE DONE IT CORRECTLY?

I will ask my teacher for final approval of my form.

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Activity 2 THE CIVIL SERVICE APPLICATION FORM

Objective: I will fill out a civil service job application form with total accuracy.

Activity

Resources: The civil service application form, a pen that writes dark blue or black ink, and your personal data sheet.

Directions: Fill out the civil service application form (Personal Qualifications Statement) provided by your teacher. Read the instructions carefully and follow them exactly. (Notice that there are general instructions as well as special instructions for certain items. You will need to read all these instructions). If there are any words on the application form you do not know, ask your teacher and then make a list of these words for future references. When you finish your form, exchange forms with a classmate and proofread each other's forms. Ask your teacher for final approval. If you have made any errors, review the rules for filling out application forms and re-do your form until it is completely correct. Use your personal data sheet for the information you need.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will ask my teacher for final approval of my form.

EFFECTIVE WRITTEN COMMUNICATION

The Memorandum

Imagine that your parents have gone out for the evening and left you in charge of your younger brother, Billy. Of course, they expect to find you at home when they get there, but something important happens shortly after they leave! Your best friend calls and tells you he has free tickets to a concert that has been sold out for weeks and that you both wanted badly to attend. He tells you that his mother has said she will watch Billy, if you can bring him over, but you will have to hurry since you have less than an hour to make the concert. You don't think your parents will mind your going if someone responsible is watching Billy, but you know that you have to let them know where you have gone and who has Billy. You don't know how to contact your parents, so you decide to leave them a note. Since you are in a hurry, your note will probably read something like this: "Mom and Dad, Have gone to concert with Jack. Mrs. Jones has Billy. Back by 12. Joe". You have probably been writing notes like this almost since you first learned to write. Notes are simply a way of passing along concise information. ("Concise" information is information that contains all the necessary details but leaves out any unnecessary information.)

The memorandum or "memo", as it is usually called, is nothing more than a form business offices use to pass along concise information. It is the business world's equivalent of Joe's note. This section will help you to become an effective communicator through the medium of the memo.

WHERE AM I GOING?

By the time I finish this section on the memo, I will be able to write an acceptable memo.

HOW WILL I GET THERE?

1. I will read the material provided on the following pages.
2. I will complete one of the activities on concise writing.
3. I will complete the activity on memo writing.

HOW WILL I KNOW I'VE ARRIVED?

1. I will ask my classmates and teacher for their reactions to my concise writing exercise.
2. I will ask my teacher to check my Memo Writing Activity.

THE MEMORANDUM (MEMO)

We have already described the business letter as a form to send information from one agency to another, or from the agency to the public, and the application blank as a form that sends information about a prospective employee to the employer. Similarly, a memo is a form in which information is sent from one person to another or from one department to another within the agency. Because the information travels within the agency, the form is called an INTEROFFICE MEMO. Basically, then, the memo is nothing more than a note that is passed along inside the agency, but because businesses and public service agencies must keep copies of notes about official business, the memo takes a different form than a note. This "official" form may vary from agency to agency or from company to company, but usually includes headings that make it easy to file the memo for future reference. The headings for a memo usually look something like this:

TO:
FROM:
SUBJECT:
DATE:

"TO" tells the person or department where the memo is going. "FROM" gives the name of the person or agency sending the memo. "SUBJECT" is a brief statement of what the memo is about. "DATE" is, of course, the date the memo was prepared.

In a business office or public service agency, the message of the memo is usually typed a few spaces below the headings. Memos, including the headings, rarely run over a half page in length. The message itself should be a short factual statement. The name and title of the person sending the memo are usually typed at the bottom of the page and the person responsible for the memo signs his or her name above the typed name and title. Memos may be sent for any purpose that requires only a short, factual statement: to announce meetings or to make corrections in previously announced policy, for example.

Here is a memo that might be sent from a principal to the teachers in the school. The purpose of the memo is to announce a change in a previously announced plan to use a new report card for the next marking period.

TO: All Teachers
FROM: John Smith, Principal
SUBJECT: Change in report card form
DATE: December 1, 1977

Because the new forms have been delayed at the printer's, we will have to use the old report card forms for this marking period. Any teacher who does not have an adequate supply of these old forms, please see me.

John Smith
Principal

Notice that the principal did not express his opinion about the report cards being late; he stuck to the facts. Nor did he add any information that was about anything other than this one matter.

Many of the same rules that apply to writing business letters and filling out application forms also apply to memos. "Nonverbal" information is important here, too. You want people to get the impression that you are responsible, knowledgeable, and courteous. Therefore, your memo should be free of errors, should appear net, and the information in your memo should be accurate.

Most people in public service agencies are very busy people. They do not have time to read long, involved messages when shorter ones could send all the necessary information. For this reason, your memo must be concise; it must state all the necessary information in brief form without adding any unnecessary information. One of the most difficult skills for many people to acquire is this ability to write concisely. Remember the note that Joe wrote to his parents at the beginning of this section? Joe made his note brief because he was in a hurry; he didn't have time to add details like how excited he was when his friend called about the concert or how nice Mrs. Jones was to offer to keep Billy. He had to stick to the facts, but, at the same time he knew there was some information he *had* to leave his parents: where he was going; when he would be back; and who was keeping Billy. Writing it concisely sticks to the facts and eliminates unnecessary information. The next two activities will give you practice in writing concisely.

Activity 1

CAPTIONS

Objective: I will improve my ability to write concisely by writing picture captions.

Activity

Resources: Old magazines and newspapers, scissors, pen or pencil, paper and your classmates.

Directions: Cut out ten or so fairly short newspaper or magazine articles that have accompanying pictures with captions. Separate the picture, its caption, and the story by cutting them apart, but code each of the three parts with the same number, so that you will know which ones go together. Exchange stories and pictures with your classmates, but keep the captions. Read the story that goes with a picture and, based on what you read in the story, write a caption that can go with the picture. When you finish, ask your classmate to give you the original caption that went with that picture. Make a summary sheet that lists the original caption for each picture and the captions you and your classmates made up. How concisely were you able to summarize the details in the story you needed to use to describe the picture.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will compare the captions I wrote with the originals and with the ones my classmates wrote.

I will ask my teacher for her opinion of my captions.

Activity 2

TELEGRAMS

Objective: I will improve my ability to write concisely by writing a telegram

Activity

Resources: Pen or pencil, paper and your classmates.

Directions: Telegrams are good examples of concise writing. Since you have to pay for each word you use, you certainly don't want any unnecessary information, but unless you had important information to send, you wouldn't be sending a telegram in the first place. Read the situation below and write a telegram that would convey the necessary information. Imagine that your telegram is costing you five cents a word. Compare your results with your classmates and see who was the most economical. You are eliminated from the competition if your teacher says you left out any necessary information. The word "STOP" is used in place of a period in a telegram and the telegram is written in capital letters. (Example: "ARRIVING ON 9:55 PLANE STOP PLEASE MEET ME AT GATE 19 STOP).

Activity 3

WRITING MEMOS

Objective: I will demonstrate my ability to write an inter-office memo.

Activity

Resources: Paper, pen or typewriter and a MOG

PART I

Directions: Read the situation below and write the inter-office memo the situation requires.

You are the police sergeant in your hometown police department and are responsible for the processing of paperwork. Beginning with today's date, the form for reporting minor traffic violations (running stop signs, etc.) will be changed from FORM 7050 to FORM 7060. You must send this information to all traffic officers. Use your own name.

PART II

Directions: Select one of the two MOGs you have studied in this class. Select a public service job that interests you from that MOG. Review the job description for that job. Using that information, make up a situation like the one in Part I of this activity that could require an inter-office memo. Exchange situations with your classmates, and write memos for their situations.

HOW WILL I KNOW I'VE DONE IT CORRECTLY? I will ask my teacher to check my memos.

To be an effective writer of communications, there are certain rules you should know and observe.

Rules for Writing Reports

1. Communicate the proper nonverbal information. You want to convey the impression that you are knowledgeable and responsible. Your report should be neat in appearance and free of careless errors in spelling and mechanics.
2. Accuracy is important. Be sure to get your information straight. Check your facts. Misinformation can have disastrous results.
3. Completeness is important. Be sure to cover every aspect on the subject you need to. Don't leave out important information.
4. Know your audience. Include in your report the information your audience wants to hear. If you were presenting your report to a group of first graders, for example, the information you would give would certainly be different than if you were presenting information in a high-school.
5. Keep the purpose of the report in mind. Suppose you have an assignment to write a report on a public service agency. If the purpose of that report is to try to interest your classmates in that agency as a possible career, you will include general information about what the agency does and about employment opportunities and job qualifications. If, on the other hand, you are already employed by that agency and were assigned the task of writing a report on budget needs for the coming year, your report would go into much more detail on specific programs and the costs of those programs.

6. Use specific details and answer the questions who, what, when, and where. Don't be vague about your information. Use specific details in writing your report and avoid generalizations.
7. Use the proper form. Most reports should indicate the name of the person writing the report, the person for whom the report is prepared, and the date the report is prepared. The title of the report tells what the report is about.

The following is an example of a report that might have been prepared by a city inspector following a visit to a high school to check on observance of safety regulations.

EFFECTIVE WRITTEN COMMUNICATION

The Short Report

The final form we are going to consider in this packet of materials through which people communicate in the business world is the short report. If you think back over your school experiences, you will realize that for many years you have been writing reports, whether it was a report on spiders for your sixth-grade science class or a report on Abraham Lincoln for your high-school teacher. In these reports, you gathered information about a subject to present to your teacher and your classmates. Similarly, people in the business world and in public service agencies find it necessary to gather information about many different subjects. The form in which this information is usually presented is known as the short report. In this section, you will have an opportunity to sharpen your report writing skills and become an effective communicator through the medium of the short report.

WHERE AM I GOING?

By the time I finish this section on the short report, I will be able to write an effective short report.

HOW WILL I GET THERE?

1. I will read the material provided on the following pages.
2. I will complete the Self Check Activity.
3. I will complete the Report Writing Activity.

HOW WILL I KNOW WHEN I'VE ARRIVED?

1. I will check my comprehension of the written material by checking my answers on the Self Check Activity with the answer key.
2. I will ask my teacher to evaluate my Report Writing Activity.

Activity 1

SELF-CHECK ACTIVITY

Objective: I will check my comprehension of the written material on report writing.

Activity

Resources: This self-check activity, pencil or pen and paper.

Directions:

Below are five situations in which a public service employee was assigned a short report to write. In each case, because the employee did not follow all the rules of good report writing, the report will not be as good as it could have been. Using the rules for good report writing you have just read, indicate why each report will not be as good as it should have been and what could have been done to make the report better.

Situations

1. Employee 1 is a park ranger. He works in a park that is becoming more and more popular as a tourist attraction. His supervisor is planning to request additional funds to enlarge certain much used facilities. The supervisor asks Employee 1 to write a report on the number of visitors the park has had during the past few years. Employee 1 does not have much time, so he makes the best estimate he can of the number of people who visited the park during the past five years. WHAT WILL BE WRONG WITH THE REPORT? WHAT SHOULD BE DONE TO MAKE IT BETTER?

2. Employee 2 works in a public library. Her supervisor is considering doing away with overdue book fines. She asks Employee 2 to write a report on the experience another library in the area had when they did away with fines. Employee 2 visits the other library and interviews the head librarian and the circulation clerk. She also studies the "overdue" records for the past year to see how doing away with fines affected the length of time books were kept out. Employee 2 does not agree with the idea of doing away with fines and she thought she had some good ideas on the subject, so when she wrote her report, she spent most of her time telling what she thought would happen if the library did away with fines. WHAT WILL BE WRONG WITH THIS REPORT? WHAT SHOULD BE DONE TO MAKE IT BETTER?

3. Employee 3 is a health inspector who inspects restaurants to see if they maintain health standards. On one visit he forgot his checklist, so when he gets back to the office he writes a report giving his overall impression that the restaurant was not meeting basic cleanliness standards. WHAT WILL BE WRONG WITH THIS REPORT? WHAT SHOULD BE DONE TO MAKE IT BETTER?

4. Employee 4 is the personnel manager for a Department of Agriculture office. He has been asked by his superior to write a report on reasons for absenteeism among employees. Employee 4 checks through his records and writes a report using the information he has compiled. He takes the report home to finish it and his son accidently spills his milk on it. Employee 4 doesn't have time to re-do the report, so he turns it in like it is. WHAT WILL BE WRONG WITH THIS REPORT? WHAT SHOULD BE DONE TO MAKE IT BETTER?

5. Employee 5 is a caseworker in a social welfare agency. Her supervisor thinks the caseload is too high for the caseworkers to do an effective job, so she has asked each caseworker to write a report outlining problems they have encountered due to their high caseloads. Employee 5 loves her job and wants everyone to know it, so she writes a report saying that no problems are too big for her and telling how rewarding she thinks social work is. WHAT WILL BE WRONG WITH THIS REPORT? WHAT SHOULD BE DONE TO MAKE IT BETTER?

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will check my answers with the answer key.

ORAL COMMUNICATIONS AND GETTING ALONG WITH OTHER PEOPLE

Speaking Fluently and Indicating Emphasis

Introduction

Speaking fluently is a task that is never really mastered completely. It is a continuous effort which needs constant attention. The activities you will complete in this unit are designed to aid you in your ability to use your oral communication skills more effectively. In completing these units your instructor will aid you in setting personal goals and evaluating your progress in the unit. You will also be given some basic standards you will be expected to achieve.

WHERE AM I GOING?

By the time I complete this section, I will have become aware of and practice basic principles of speaking fluently with emphasis.

HOW WILL I GET THERE	HOW WILL I KNOW I'VE ARRIVED. . .
Read the introductory material.	I will complete a review activity.
Complete a series of observation exercises.	I will complete and turn in a written assignment.
Prepare an introduction for another member of my class.	I will tape my introduction for evaluation.
Prepare a five-minute talk on a subject.	I will have my teacher videotape it for evaluation.

SPEAKING FLUENTLY

As you perhaps know, entire books have been written about speaking fluently and effectively. In this unit you are going to find the basic rules for fluent oral communications. As you complete your activities and make your talks, keep them in mind. There are not many suggestions included, but they are very important. Remember! It is practice and concentration which brings forth real progress in learning to speak fluently.

DISCUSSION

The larger the vocabulary of the speaker, the more words are available from which to choose to express thoughts. The audience should be considered in choosing words that they will understand. Technical or unusual words should be avoided; but if they must be used, explanations or examples should be given to explain their meaning. Simple words are preferable. The number of words should be kept to a minimum - no more words should be used than are necessary to convey a clear and complete thought. Long phrases, repetition, and clichés bore listeners and are barriers to communication.

Instead of saying "in the month of June," use "June". Or instead of "I should like to tell you I am happy to be here", say "I am happy to be here".

Precise words should be used. Rather than say "A lot of people will be there", say "About 500 people are expected". The precise expressions give clearer pictures for the minds of the listeners.

Language should be natural, but appropriate. The degree of formality to be used will depend on the audience; but in almost all cases, slang and cursing should be avoided. In some situations the listeners may pay more attention and be easier to persuade with street language.

Delivery should not be so fast that listeners cannot understand the words or assimilate the meaning. The volume should be loud enough for everyone in the room to hear. Some pauses used for emphasis are effective, and some questions asked to make the audience think aid in clarity. Rate and volume should be varied to avoid a monotone. Pauses should be silent pauses and not filled with "ah's" and "you know's".

In addition to the above new information there are some very important things which must be remembered which were included in unit three. This includes posture, gestures and eye contact Finally, the most important part of effective communication is enthusiasm in your voice and in your gestures.

Activity 1

Objective: To review and understand the reading material by completing a study activity

Materials: Check list in this booklet.

ACTIVITY

Instructions:

1. Complete the reading which describes the basic rules of oral communication.
2. Secure a copy of the check-list which will be used to evaluate your presentations in this unit.
3. To the right of each item on the check list, list the key word(s) from the reading which describes what should be remembered about that part of the check list.
4. After you have listed as many as you can remember, refer to your reading to complete list.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

Check your answers with an answer sheet in the file. Save your own list to use when preparing your presentations.

Activity 2

Objective: I will demonstrate an awareness of effective oral communications by completing a series of observations.

Materials: T.V., Radio, a resource speaker

ACTIVITY

Instructions:

This activity has three parts which are required for completion. You may complete them in any order you choose.

1. Listen to a speech on Radio, T.V., or in person. Using the check list for speakers, evaluate the effectiveness of that speaker. In addition to the check list, write down the special adaptation the speaker made for his or her audience. Some examples of this type of adaptation would be:
    - A) Personal reference to being interested in that particular audience.
    - B) Personal reference to experiences which a particular audience will appreciate.
    - C) Personal reference to desires which may be of particular interest to an audience.

Activity 2 - (continued)

ACTIVITY

D) Statements which are designed to show an understanding of the particular needs of an audience.

2. View the weather reports from two different T.V. stations. Prepare a short paragraph or two which compares the effectiveness of the visual aids used by the programs.

3. Collect a series of advertisements that illustrate vivid or expressive language. Collect at least five examples which show particularly colorful or exact language.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

I will complete my report and check lists for review by my teacher. I will also be prepared to report my findings to the class.

Activity 3

Objective: I will demonstrate my ability to speak to a small group by introducing someone to my class.

Materials: Classmates, check list, tape recorder

ACTIVITY

Instructions:

1. As a part of a classroom discussion you will be asked to introduce someone. This person may be one of your classmates or you may be given information about a person. You will be asked to introduce this person and tell your class something about that person.

   You should write down what you expect to say, compare what you are going to say with the check list.

2. If you desire you may secure a tape recorder to practice your introduction.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

Your teacher and your classmates will evaluate your introduction with the check list for oral communications.

Activity 4

Objective: To demonstrate proper use of oral communications skills by completing a five minute presentation.

Materials: Tape recorder and video tape.

ACTIVITY

Instructions:

1. Select a topic for a five-minute talk on a subject of your selection. A favorite hobby or sport would be quite acceptable.
2. Write out a draft of your presentation in either outline or narrative form.
3. Revise your speech utilizing the check sheet against which you will be evaluated.
4. Secure a tape recorder.
5. Tape your speech.
6. Consult with your teacher if you are unsure of your presentation.
7. Identify visual aids to use in your presentation.
8. After you have completely revised your presentation, check with your teacher. She will schedule your presentation.

CHECK LIST FOR EVALUATION OF FLUENCY SKILLS IN ORAL COMMUNICATIONS

Instructions:

Check the number which most accurately reflects your evaluation of the speaker. Consider five as excellent and one as poor.

Voice Characteristics

1 2 3 4 5

Gestures

1 2 3 4 5

Use of Words

1 2 3 4 5

Enunciation

1 2 3 4 5

Eye Contact

1 2 3 4 5

Silent Pauses

1 2 3 4 5

Enthusiasm

1 2 3 4 5

Posture

1 2 3 4 5

Visual-aids

1 2 3 4 5

Facts and Evidence

1 2 3 4 5

Activity 5

ORAL COMMUNICATIONS AND GETTING ALONG WITH OTHER PEOPLE

Listening and Responding Skills

WHERE AM I GOING?

By the time I complete this section, I will have completed a series of exercises designed to improve my ability to listen and respond verbally.

HOW WILL I GET THERE	HOW WILL I KNOW I'VE ARRIVED. . .
Read the reading section on listening skills.	I will complete a self-check activity.
Listen to some cassettes to practice my skills.	I will respond as requested on the tapes.
Practice repeating an exact message prepared by a classmate.	I will participate in a class activity.
Read a discussion describing some good practices in verbal responses.	I will complete a self-check activity.
Participate in a role-playing activity.	I will participate in a debriefing activity.
View and respond to a set of transparencies provided by my teacher.	I will respond as requested by my instructor.

SOME IMPORTANT FACTS ABOUT LISTENING SKILLS

The average person is only 25 percent efficient in listening and yet spends 45 to 55 percent of the day in listening. One of the greatest barriers to good listening is the time difference between the rate of speaking of 125 - 150 words per minute and the rate of thinking or listening of 400 or more words per minute. To overcome this barrier, the listener needs to use the time difference to do four things: (1) think about what the speaker may be going to say, (2) listen to the evidence the speaker gives for support of statements made, (3) listen to feelings and other nonverbal cues to hear what the speaker is not saying, and (4) review from time to time what the speaker has already said.

The desire to talk also keeps listeners from hearing what is being said. Most speakers are not listeners and are not interested in hearing what the other person did or said, but prefer, instead, to talk about what they did and said. To overcome this barrier, the listener must become interested, at least for the moment, in the other person - to feel empathy and forget personal problems.

Too often listeners are evaluating what the other person is saying rather than listening for facts. All judgements should be reserved until the speaker is finished and, in most instances, withheld from the speaker unless the speaker requests or expects an opinion.

Physical conditions can be barriers because of distracting sounds, uncomfortable seating arrangements, poor acoustics, or uncomfortable air conditioning. Concentration is the most effective device to surmount these barriers.

Poor listening habits such as faking attention, avoiding difficult material, criticizing delivery, assuming lack of interest, daydreaming, or doing something else such as reading are all barriers.

Motivating oneself to resolve to listen is the first step toward efficient listening.

Like all skills, practicing good listening habits with commitment and concentration is necessary for improvement.

Critical listening should be used in listening to a speaker or to an individual in conversation. Critical listening does not mean rejecting what is heard but means being able to question, evaluate, and make judgements on the content of the message, or even the persuasive techniques of the speaker.

Look for the purpose of the message. What does the speaker want the listener to do?

Separate what the speaker says from what the speaker is. Do not be so impressed by a speaker's appearance, voice, or personality that the meaning of the message is lost.

Critical listening also means being aware of the words the speaker uses. Words are only symbols representing things, and listeners must try to determine exactly what things the speaker is referring to by the use of words. The symbols (words) do not always mean the same thing to everyone. The meaning of words is really in the listener - what the words mean to him or her. Often the listener should question the speaker when the meaning is not clear by asking, "What do you mean when you say that?" A restatement using different words will usually clear up the question.

Be aware that speakers often talk in generalities instead of specifics. Exaggerations and implications are used sometimes when specific information is not given. Check for facts before making judgments. Also evaluate the relevance of the material a speaker uses. The material may be interesting but have no bearing on the subject being discussed.

In listening to a speaker in a conversation, help the speaker to communicate by looking at the speaker, nodding occasionally, smiling, saying "I see" or "uh-huh" and at times remaining silent; in other words, not speaking and distracting the speaker.

Response - Listening is the most important communication act; for if a person does not listen carefully and understand what has been said, the response can be meaningless.

Objective: To demonstrate my understanding of the reading material by completing a self-check.

Materials: Included in this unit. Test and answer sheet from your teacher.

Activity 1

_____ 1. The average person is __________ efficient in listening ability. (a) 43%, (b) 55%, (c) 70%, (d) 25%.

_____ 2. Which of the following is not a good listening practice?

A. Think about what the speaker may be going to say.

B. Listen to the evidence the speaker gives in support of what is said.

C. Listen to feelings and other nonverbal cues to hear what the speaker is not saying.

D. Review from time to time what the speaker has already said.

E. Evaluate what the person is saying while it is being said.

_____ 3. True or False. The desire to talk keeps listeners from hearing what is said.

_____ 4. In order to listen to a person it is necessary to:

A. Become interested in the other person.

B. To feel empathy for the other person.

C. Forget personal problems.

D. All of the above.

E. A and B only.

_____ 5. Of the following physical conditions, which one is not a barrier to listening?

A. Uncomfortable seating

B. Poor acoustics

C. Air conditioning

D. Distracting sounds.

_____ 6. Which of the following is not considered a poor listening habit?

A. Faking attention.

B. Avoiding difficult material.

C. Criticizing delivery.

D. Listen to feelings.

E. Avoiding difficult material.

True or False

_____ 7. According to the reading, listening is the most important act in communications.

_____ 8. Motivating oneself to resolve to listen is the first step toward efficient listening.

_____ 9. Critical listening allows the listener to reject what is heard.

_____ 10. It is a good policy for the listener to separate what the speaker says from what the speaker is.

130 _____ 11. If the speaker becomes overly involved in the voice and personality of a speaker, the message is often lost. 131

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 63	
Materials You will need copies of the evaluation forms.	**Purpose** The purpose of the activity is to make the student aware of the most important listening skills. This is also designed to have them evaluate those skills.
Guidance In addition to having students evaluate their habits in the abstract; the teacher selects one or more of the activities on the following page to further evaluate their listening habits.	**Modifications or Extensions** Students may be encouraged to list improvements needed and to present for extra credit along with their own suggestions of how they will improve in these areas.

Objective: To complete a self-evaluation of my personal listening habits.

Materials: Evaluation included in this activity.

Activity 2

1. Secure the evaluation.
2. Answer each question.
3. Secure an answer sheet from your teacher.
4. Score answer sheet.

Self-evaluation of Listening Skills: Please answer the following questions with a "yes" or "no" answer.

_____ 1. Are you easily distracted?

_____ 2. Do you make it a point not to interrupt a speaker before he or she finishes a thought?

_____ 3. Do you try to listen to the teacher as much as you can?

_____ 4. If someone says something that is not clear to you, do you ask that person to repeat or explain the point?

_____ 5. Do you make a speaker think you are listening when you are not?

_____ 6. Can you tell by a person's appearance or delivery that he won't have anything of interest to say to you?

_____ 7. Do you listen to the radio or tv while you are studying?

_____ 8. If you feel it takes too much time and effort to understand something, do you try to avoid hearing it?

Evaluation Test -(continued)

9. Do you listen for ideas and feelings as well as for facts?

10. Do you find it difficult to concentrate on what the speaker is saying?

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY.

I will make a list for myself of areas in which I may need improvement. I will turn in this to my teacher if requested.

SUGGESTIONS FOR THE TEACHER

<table>
<tr><th colspan="2">Activity 3 - p. 65</th></tr>
<tr><td>Materials
A series of role playing cards with subjects of common interest.</td><td>Purpose
The purpose of this activity is to provide direct feed back to the student concerning how little we really hear.</td></tr>
<tr><td>Guidance
The teacher will discuss the difference between hearing and listening before this activity begins. He/she will listen to the students understanind of this activity.</td><td>Modifications or Extensions
This activity might grow into small debates if the teacher deems it valuable. He/she should encourage the students to make notes and then compare the major points.</td></tr>
</table>

Objective: To demonstrate my ability to listen effectively and efficiently.

Materials: Tape recorder, role playing cards

Activity 3

There is a difference between hearing and listening. Listening requires active attention and concentration on the part of the listener. (If necessary, reread discussion for Activity 5). If the listener is not interested, emotionally upset or thinking ahead to his own response, then he will be using inappropriate listening behavior. The following activity should help develop better listening habits.

1. Your teacher will select two students to take opposite sides of a situation and role play for one or two minutes.
2. The teacher will tape the role-playing.
3. After the role-playing activity is complete write down what you saw and heard.
4. The teacher will request volunteers to read their notes.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY.

The teacher will play back the tape and will compare my notes with the tape.

Objective: To become aware of how difficult it is to listen to and repeat specific information.

Materials: Your classmates, a tape recorder, pen, pencil.

Activity 4

1. This is a group activity your teacher will schedule. You may participate as a part of this demonstration or you may be asked to serve as an observer recorder.
2. Your teacher will select five students to participate in the program. They will be isolated from the remainder of the class after having been given instructions.
3. The object of the exercise will be to repeat as precisely as possible a message of approximately 20 to 30 seconds duration.
4. After the teacher starts the recorder the first person will be brought into the room. The student is reminded that the object of the activity will be to repeat the message as precisely as possible to the next person who enters the room.
5. The teacher then reads a prepared 20 to 30 second message to the student one time. The student will not be allowed to make notes at any time.
6. After the message has been read to the first student, each of the isolated students is brought in and the message is passed from one to another in turn. After the

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

Your teacher will aid you in debriefing and reviewing the activity.

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 66

Materials

You will need a tape recorder, paper, pen or pencil, and a 30-40 second announcement of common interest to the class.

Purpose

The purpose of this activity is to further the student's appreciation of the difficulty of listening effectively.

Guidance

Isolate the students from the group and impress on them the importance of repeating everything that they hear. Assure them that there are no tricks involved.

1. Take the first student into the classroom. Repeat the message for the student and tape recorder.
2. Bring each student in turn to have the announcement passed on.
3. Have the final student repeat the announcement to the recorder.

Modifications or Extensions

Students will insist that they could probably do better than the first group. Repeat exercise for effect.

RESPONDING SKILLS

Skillful listening helps one to be a good conversationalist because in listening we learn how the other person feels, thinks, their likes and dislikes. This knowledge helps a responder talk about things of interest to the other person. Trying to keep the personal pronoun "I" out of the conversation is most difficult. People have a need to talk about themselves, but not all of the time. Show an interest in the other person, and the compliment will be returned. Some people talk about themselves all the time and monopolize a conversation. They are not conversationalists; they are bores. Be natural and enthusiastic in conversing. Enthusiasm is contagious and the other person will be more alert and thus more interesting in responding.

Occasionally, people need to be drawn into a conversation. Asking questions to get the other person to talk is helpful.

As in listening, concentration in speaking is necessary. A speaker, in responding to another person, should keep the conversation on the subject. If either speaker wishes to change the subject, that speaker should indicate a change of subject to avoid confusion. A great deal of miscommunication results because two people are talking about different things without realizing it.

In either initiating a conversation or responding, the speaker should be certain that the attention of the listener is secured before the message is started. Then the speaker should look at the listener from time to time for cues that the listener wants to say something. A movement of the body toward the speaker or a brightening of the eyes or a smile or parting of the lips are all indications the listener wants to take part in the conversation.

The listener also has the responsibility in a conversation of giving the signals just mentioned, of letting the person finish a statement rather than interrupting a train of thought. If the listener gives no cues, the speaker should at least pause occasionally to see whether the listener wants to ask a question or make a comment.

Both speaker and listener should appreciate silence. Speakers often drag on after they have made a point. And listeners often start talking, giving answers or opinions before they have taken time to make logical judgments.

Two or more persons in a conversation do not always agree in their opinions. It is necessary to learn how to disagree agreeably. Everyone is entitled to an opinion. If the responder disagrees, any statement made can be started with "In my opinion" instead of "You're all wrong". Or use the words "I think".

In responding to a question, the length of an answer should depend on the complexity of the question. To a question which demands a relatively short answer, the responder should give a relatively short response. For example, for a question asking for occupation or hometown, a short response would be expected. If an individual were asked a general question such as "Tell me about the places where you have lived", a longer, more detailed response would be expected.

People get to know each other through conversation. The information must be at the same level of informality or intimacy for the relationship to develop and keep going. As people get to know and like each other, information is not as equal and one person may be encouraged to talk more than the other one talks.

Persons who like each other communicate more than strangers or those who do not work well together. Individuals should talk to each other and get to know each other better before they decide they do not like each other or cannot get along. Lack of communication results in many interpersonal problems.

Although much more could be said about responding to people and interpersonal relations in general, the discussion above provides a good basis for understanding. It is important that you remember most of the points discussed. If you are unclear about any part of this reading review that section. If you are still uncertain, see your teacher.

Objective: To demonstrate an understanding of the basic principles of responding by answering the question on a self-check correctly.

Materials: Self-check, answer sheet.

Activity 5

Instructions:

Answer the questions below as indicated.

_____ 1. Perhaps the most important aspect of being a good conversationalist is listening and learning the thoughts, feelings and needs of the person to whom you are talking.

_____ 2. One of the best things a conversationalist can do is to respond to most situations with a personal comment about themselves.

_____ 3. A good way to draw a person into a conversation is to ask questions.

_____ 4. Before responding a person should always be certain that the potential listener is prepared to pay attention.

_____ 5. A good way to see if a listener is paying attention is to check for non-verbal clues.

_____ 6. It is very rare that two people carry on a conversation about two different subjects.

SUGGESTIONS FOR THE TEACHER

<table>
<tr><th colspan="2">Activity 5 - p. 70</th></tr>
<tr><td>Materials
The preceding reading in this booklet (pages 64 thru 66).</td><td>Purpose
The purpose of this activity is to confirm that the student has mastered the previous reading.</td></tr>
<tr><td>Guidance
This activity is self explanatory. Offer assistance to slower students.</td><td>Modifications or Extensions
None suggested.</td></tr>
</table>

Activity 5

Instructions: (continued)

Answer the questions below as indicated.

_____ 7. In changing the subject of a conversation it is all right to assume that your listener will understand you have done so.

_____ 8. The listener is a conversation should indicate with nonverbal cues if he or she wishes to respond.

_____ 9. It is generally agreed that a good conversationalist never allows much silence to occur in a conversation.

_____ 10. It is the responsibility of the speaker in a conversation to watch for nonverbal cues which shows that the listener wishes to respond.

_____ 11. Normally speaking all questions should be answered with a short answer.

_____ 12. Two good conversationalists will always manage to agree on a subject.

_____ 13. For individuals to get along in a new relationship, they must convey information to one another in even amounts and at a fairly rapid rate.

_____ 14. People who are responding to a new relationship normally discuss general topics in the beginning.

_____ 15. People who like each other communicate more than people who dislike one another.

Objective: To develop skills in responding through a role-playing situation.

Materials: Classmates, Role Playing

Activity 6

Instructions:

The object of this lesson will be to practice responding in a series of role-playing situations. This activity may be done in front of a group or you may be asked to tape the session individually.

1. Secure a card from your teacher.
2. Read the situation and formulate a response.
3. Tape your response or present it to the class.

HOW WILL I KNOW I'VE DONE IT CORRECTLY

Evaluation will be a composite of the teacher's critique and comments from the students. Evaluation will be based on the information contained in the discussion sections of this unit.

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SUGGESTIONS FOR THE TEACHER

Activity 6 - p. 72	
Materials Tape recorder (optional). You will need a set of role playing cards which require students to respond to a situation. Use the preceding reading for suggestions for topics.	**Purpose** The purpose of this activity is to develop skills in responding and to learn to think and express oneself extemporaneously.
Guidance Prepare situational cards for role-playing. Allow students to critique each others responses. Be sure this does not become a "nit-picking" exercise. Offer constructive comments.	**Modifications or Extensions** This activity may be repeated if the teacher feels the situations need changing for better responses. L and D students may be taped privately.

SUGGESTIONS FOR THE TEACHER

Activity 7 - p. 73	
Materials	**Purpose**
Paper, pen or pencil, transparencies.	This purpose of this activity is to have the student demonstrate an ability to recognize appropriate responses.
Guidance	**Modifications or Extensions**
Review and critique student responses (on an individual basis where necessary). Aid the less able to respond to the questions orally.	An extension of this activity could combine it with written communications.

Objective: To demonstrate an understanding of responding skills.

Materials: Paper, pen, transparencies.

Activity 7

Instructions:

1. Secure a booklet of pictures or view transparencies shown by teacher.
2. Each transparency will call for specific knowledge about responding.
3. Write your answers on a separate sheet of paper.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY.

I will turn in my answer sheet to my teacher for evaluation.

ORAL COMMUNICATIONS AND GETTING ALONG WITH OTHER PEOPLE

Identification and Use of Basic Skills

In this unit you will study directly the basic skills of getting along with people both on and off of the job. As you study each area you will find some of the skills discussed earlier in the unit included here. When this occurs, if you feel uncomfortable using this skill, refer to the earlier unit for review.

In some cases there is additional information about a specific skill. When such is the case the new information is included in this unit and is designed to further your understanding of the topic.

WHERE AM I GOING

By the time I complete this unit, I will be able to identify and use specific skills in Human Relations.

HOW WILL I GET THERE	HOW WILL I KNOW. . . . . . .
1. Read a short description of the basic principles of good human relations.	I will complete a review activity.
2. Complete a description of the characteristics of a person who practices good human relations.	I will provide the class with my description.
3. Participate in a role-playing activity on attending skills.	I will complete my assignment.
4. View a film called "Eye of the Beholder".	I will complete the activities called for in the film.
5. Complete a reading on defense mechanisms.	I will complete a review activity.
6. Practice recognizing personal defense mechanisms.	I will turn in my list for evaluation.
7. Participate in an exercise requiring me to respond to another person's feelings.	I will participate in a role-playing situation.
8. Participate in an activity designed to help me with my initiating skills.	I will complete the instructions in the book.
9. Participate in an exercise designed to teach me about cooperation.	I will participate in a debriefing session.

BASIC SKILLS FOR GETTING ALONG WITH OTHERS

The basis for getting along with other people rests on a foundation of Good Communications. In studying this unit you will find that getting along with others is really another way of studying good communications. There is also additional information on human relations which will improve your ability to communicate. For example, if people refuse to listen to what you say, your message will not get through no matter how well you say it.

This unit will be organized by subject matter from the ideas listed below. Read them carefully. They will be valuable in helping you understand the purpose of some of the activities.

1. Be interested in other people and what they have to say (attending, listening).
2. Have respect for the worth and dignity of others (perceiving, responding).
3. Show that you understand and care (personalizing).
4. Cooperate with what other people need and want (initiating).

The components of basic human relations skills are:

1. Attending to another person.
2. Listening to what that person has to say.
3. Perceiving the content and feeling in his statements.

BASIC SKILLS FOR GETTING ALONG WITH OTHERS

(continued)

4. Responding to that person and statement.
5. Personalizing the emotions of that other person.
6. Initiating constructive activity.

ATTENDING SKILLS

Attending refers to non-verbal appearance and behavior which includes: space, movement, posture, eye contact, time, clothing, energy level, tone of voice, mannerisms, facial expression, furniture, feet and legs, physical appearance. Appropriate attending skills are important because they show that an individual is paying attention to and showing respect for another person and they are ready to actively listen. It sends messages to the person to whom you are talking.

Objective: To identify the characteristics of a person who practices good human relations

Materials: Blackboard

Activity 1

Instructions:

This activity is designed to help you pick out good human relations skills from your own knowledge.

We all have problems to face. When things get hectic or we get upset, there is normally someone, a special person who can help us. In this activity you will be asked to list the characteristics of a person you would go to for help.

1. Think of a severe problem you have had to face? Who would you go to for help?
2. List on a sheet of paper the things (characteristics) about that person which made you select him or her.
3. Discuss why you picked this person with your class. Your group leader or teacher will list all of the characteristics on the board.

HOW WILL I KNOW I'VE COMPLETED THIS ACTIVITY CORRECTLY

I will participate in a group discussion.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 78

Materials

Papern, pen or pencil, blackboard

Purpose

The purpose of this activity is to identify good interpersonal characteristics in other people and in oneself through the students current knowledge. The students will then compare this list with a formalized list of characteristics.

Guidance

Note: Have students complete this activity before they read pages 76-77.

Suggest that they do not name the person whose characteristics they have selected to observe and list. Choose a student leader to list the characteristics on the blackboard. Use this list to compare with the ideas which occur during the reading.

Modifications or Extensions

Lead the students (by discussion) in modifying or expanding the list to strengthen and broaden their concepts.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 79	
Materials A copy of Dr. George Gazda's Attending Skills.	**Purpose** The purpose of this activity is to aid the student in learning ways to respond to people.
Guidance This activity is self explanatory.	**Modifications or Extensions** None suggested.

Objective: To demonstrate my ability to recognize various non-verbal attending skills.

Materials: A set of transparencies or pictures from your teacher.

Activity 2

Instructions:

1. Your teacher will provide a list of attending skills.
2. View the pictures shown by your teacher. On a separate sheet of paper identify which behavior is described.
3. Discuss and compare your answers with your teacher and/or classmates.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

I will turn in my answer sheet to my instructor. I will be prepared to discuss my views in class.

Objective: To demonstrate the ability to recognize and use attending skills.

Materials: Role-playing cards

Activity 3

Instructions:

1. Your teacher will provide you with a slip of paper which will describe the effective and ineffective use of an attending skill.
2. Develop a way to demonstrate both the ineffective and effective use of the skill for the class.
3. If you are unclear as to what is called for, consult your teacher.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

My teacher will evaluate my participation in the role-playing activity.

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 80

Materials

Paper, pen or pencil, role-playing cards or situational cards and Gasda's list of attending skills.

Purpose

The purpose of this activity is to have the student recognize and use appropriate attending skills.

Guidance

Assistance will be needed in preventing the student from generalizing too much.

Encourage a review discussion of page 79 before going on to modifying or extending this activity.

Modifications or Extensions

Have the students coordinate this activity with body language.

L & D students can participate with little modification and will enjoy this activity. Be certain they understand it.

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 81	
Materials	**Purpose**
Film - Eye of the Beholder, Georgia State Film Library.	The Eye of the Beholder is specifically designed to sharpen a student's ability to perceive through demonstrating the need for careful thought and observation.
Guidance	**Modifications or Extensions**
Preview the film before showing. Be prepared to halt film at the appropriate time.	An advanced student might be allowed to sit by a visually handicapped or one that is hearing disabled and explain the film as it proceeds.

Objective: To increase my understanding of perception - surface and underlying feelings.

Materials: Film - Eye of the Beholder

Activity 4

Instructions:

1. Your teacher will secure the film for you. Your teacher will stop the film during screening.
2. Write down on a sheet of paper what you think each scene is.
3. Discuss your idea with your class.
4. Your teacher will then show the remainder of the film. See how well you did.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY.

I will complete a series of statements designed to demonstrate my ability to perceive emotions.

Defense Mechanisms

To be able to perceive accurately one's own and another person's disguised feelings, it is necessary to be aware of the nature of defense mechanisms or "the games people play". When people are bothered with a physical problem such as a stubbed toe we call it "pain". When we are bothered by a life problem, we call it "worry or anxiety". Everyone tries to protect himself from physical harm -- we duck to prevent bumping out heads, we slam on the brakes so we won't hit the car in front of us -- we "defend" ourselves. All jobs have safety precautions to protect the workers.

People also try to protect themselves from worry, anxiety or frustration. When used properly, defense mechanisms get rid of anxiety and promote a feeling of well-being. However, when they become self-deceptive and ignore reality -- when we begin "kidding ourselves", they are harmful. They might also be harmful to other people.

Some of the types of defense mechanisms are:

Identification - ascribe to oneself the accomplishments and other valued characteristics of another person or group.

"I am as pretty as Anita."

"I am as smart as Joe."

"I admire Miss Allen, our supervisor. We have many things in common."

SUGGESTIONS FOR THE TEACHER

Activity 7 - p. 82	
Materials	**Purpose**
No special materials needed.	This is an enjoyable activity which gives the student a chance to be creative and also have fun.
Guidance	**Modifications or Extensions**
Have the student who is "Dear Abby" analyze the problem by identifying the feeling, the problem and behavior. Have them reflect these to the person with problems. As each response is made, review the steps in personalizing the response until students "catch on".	This is a difficult exercise for slower students. Evaluate the response of slower students.

Rationalization - making an impulsive, unreasonable action seem logical, "sour grapes", "making excuses".

"I'm glad Mary got a new boyfriend, She was kinda square anyway."

"I'll never get an "A" in this course. Mr. Jackson doesn't like me."

Cliches such as:

"You can lead a horse to water, but you can't make him drink."

Projection - attributing one's own motives and characteristics to others.

"Everybody cheats on a test if he/she has a chance."

"The only thing the girls in my class are interested in are boys."

Compensation - reduces tension by accepting a less preferred but more easily attainable objective.

"I'd rather spend the evening watching TV than go out to the movies anyway."

"Dan flunked twice so he bullies everybody in his grade."

"Who wants a promotion to head clerk? They have twice as much work to do."

Reaction Formation - an exaggerated attitude which is the opposite of one that produces anxiety.

"My best friends are black."

"These X-rated movies are absolutely horrible."

Objective: To demonstrate my understanding of the reading.

Materials: The preceding reading.

Activity 5

In the previous reading you were given some examples of common defense mechanisms.

1. For each category of defense mechanism, write down another sentence which would be an example of that defense mechanism. (Do not write the sentences down in the same order).
2. Exchange papers with your partner.
3. See if you and your partner can match the defense mechanism to your examples.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

We will discuss our answers with the class.

SUGGESTIONS FOR THE TEACHER

Activity 5 - p. 84	
Materials	**Purpose**
No special materials needed.	The purpose of this activity is to have the student review the various types of defense mechanisms.
Guidance	**Modifications or Extensions**
Either through class discussion or individual check, be certain that students used appropriate situations as well as whether or not they were labeled properly.	None suggested.

SUGGESTIONS FOR THE TEACHER

Activity 6 - p. 85

Materials	**Purpose**
The list of statements on the next page.	The purpose of this activity is to confirm the students ability to recognize defense mechanisms. This activity is appropriate for a test activity.
Guidance	**Modifications or Extensions**
This should be conducted immediately following the conclusion of activity 5.	None suggested.

Objective: To demonstrate my ability to perceive defense mechanisms in the statements of other people.

Materials: Paper, pencil or pen

Activity 6

1. Review the different types of defense mechanisms from your reading.
2. Your teacher will read you a list of statements. As each statement is read, pick our the defense mechanisms.

HOW WILL I KNOW I'VE COMPLETED THIS ACTIVITY CORRECTLY?

I will turn in a list of my answers to my teacher.

PERSONALIZING SKILLS

In the list you read at the beginning of this unit, Personalizing Skills were defined as "showing the listener that you understand and care". This kind of response encourages the speaker to discuss the personal meaning of a subject, look for the emotions being expressed by the other person, and to indicate what he is going to do to influence a situation.

For example: A person has just expressed the following:

"My boss is always picking on me. I am trying very hard to do a good job, but I'm ready to quit."

Read the following responses:

1. "You feel like quitting because you think your boss doesn't like you."
   (feeling) (behavior)

2. "You feel like quitting because you think your boss doesn't like you because he picks on you."
   (feeling) (problem) (poor behavior)

3. "You feel like quitting because you think your boss doesn't like you because he picks on you
   (feeling) (problem) (poor behavior)
   and you would like to have him see the good job you are doing.
   (goal)

Objective: To demonstrate the ability to respond to another's feelings (personalizing).

Materials: None

Activity 7

Instructions:

Choose one student for the role of "Dear Abby" -- the other students should take turns presenting him or her with problems. "Dear Abby" should only use active responses such as mirroring (reflecting back what they say) and questions which allow a responder to express himself or herself freely. After discussing the responses, another student can take the part of "Dear Abby". Solutions are not to be given -- only discussion of feelings and behavior is important.

Objective: I will develop my initiating skills.

Materials: Your teacher will provide a separate booklet entitled World of Work.

Activity 8

1. Read chapter 4 in World of Work.
2. Read activity pages 55 thru 57.
3. Complete the list of magical words that will get you fired - at least ten.

Examples: (1) I only have two hands.
(2) Just a minute.
(3) I'm ready to go on break.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

I will turn in a list of the words to my teacher.

Activity 8 - p. 88

These activities refer specifically to the printed text:

Succeeding in the World of Work
Kimbrell and Vineyard
Text and Activities Book
McKnight and McKnight Pulishing Company
1970

The teacher should refer to those texts for information.

SUGGESTIONS FOR THE TEACHER

Activity 9 - p. 89

Materials

1. Mimeographed sheets of a beachball which has an outline of design suitable for coloring.
2. A package of crayons
3. Four or five pairs of scissors.

Purpose

The purpose of this activity is to have students work in a cooperative situation. They will be asked to evaluate their own attitudes toward cooperation as a result of the activity.

Guidance

The purpose of the activity is to have the students cooperate by working on an assembly line -- coloring and cutting out beachballs. Divide the class into groups of five or less and give them the supplies. Their job will be to produce the most beachballs in the shortest period of time.

In each group, arrange for one member to feign illness, (or simply not cooperate) once the work has started. This person should then act as an observer.

Debrief the students and their feelings after the session.

Modifications or Extensions

None suggested.

Objective: I will participate in a beach ball production line as an exercise in cooperation.

Materials: Will be provided by your teacher.

Activity 9

1. Your teacher will divide the class into several groups.
2. You will be provided with the supplies to make beach balls.
3. Your teacher will give all necessary instructions.

HOW WILL I KNOW I'VE COMPLETED THE ACTIVITY CORRECTLY?

Your teacher will conduct a class discussion.

GOOD GROOMING

III

WHERE AM I GOING?

By the time I complete this activity I will have a basic knowledge of the good grooming habits necessary to get and keep a Public Service job.

HOW WILL I GET THERE?	HOW WILL I KNOW. . . . . .
1. View a film and complete a short reading	I will complete a self check activity.
2. View a series of photographs to learn about imagery.	I will respond to questions about each photograph.
3. Complete an evaluation of my grooming habits.	I will turn the evaluation form into my teacher.
4. Complete a two week grooming log and summary form.	I will discuss the summary form with my teacher.

Good grooming begins with your own self concept. How much you care about how you appear and what you are willing to do about it are the most constructive approaches to improving your appearance. Since a good self concept is the foundation of good grooming we will examine it in some depth.

How you feel about "you" (your self concept) is projected in the expression on your face, the way you walk, and the set of your head and shoulders. In addition, the care of your body, your choice of clothes and the time and effort you spend on self improvement are expressed (or negated) in poise, self confidence and self esteem. This doesn't mean that what is in your head and heart are not important only that a good mind and high aspirations deserve good packaging.

Did you ever stop to think about how much money large companies spend on advertising? This is their means of getting the concept of their product on people's minds in a positive manner. Wheaties would taste the same from plain waxed boxes and the Colonel's Chicken would be "finger licking good" from a brown paper bag. Why do you think they advertise so colorfully and package their products in an attractive manner? The advertising is designed to make you remember their product when you start to buy. They have tried to create a better image than their competitors. Appearance, color and how something is said all create an image in your mind of their product.

Although people are not bought and sold, their products and services are. When you approach a personnel manager you are selling your services in return for a salary. How your image is packaged is an important factor in whether or not these services will be purchased and whether or not he/she will want to explore your other qualities.

Good Health:

People are often surprised that health is considered a major part of good grooming. If one remembers, however, that it is very difficult to look or act well when one feels bad, the idea of good health as a good grooming aid is not difficult to understand. A clean, well scrubbed person who has the appearance of vigor does much to forestall any question of his/her physicial ability to accomplish assigned tasks.

The basic health habits of rest, proper diet, cleanliness and exercise are essential. A thorough understanding of your needs in each of these areas is important. If you have not scheduled a course in Health and Hygiene, you may wish to do so. In addition, your library will have books and filmstrips describing good health habits in more detail.

Most health habits are interrelated to personal habits and cannot be separated. In addition to an immaculate body (a deodorant is a "must") your clothes should be clean and well pressed and your fingernails clean and properly trimmed. While hairstyles may vary according to personal taste, your hair must be clean and well kept.

Good posture is another interrelated health and personal habit. By standing and sitting properly you aid your body in functioning properly. As a personal habit it is an indication of personal discipline and that you are a person who takes pride in his/her appearance. Good posture is a habit which requires constant practice to develop and maintain. No matter what your real height is, stand and walk as if you were ten feet tall.

Clothing and Accessories:

A large part of looking well groomed is selecting and wearing suitable clothing and accessories. What you wear can improve or spoil your appearance. We are not discussing appearance in terms of the current fashions. It is important that you are not confused into thinking your clothing must be new or the very latest style. Neatness and suitability rarely depend on that;

rather that they be comfortable, becoming, and project the best possible image. Choice is involved; a person can (and will) critically evaluate your choices and often relate them to your values. Is your clothing too tight, too sexy, too casual for the work world or too elaborate? Your choice does more than simply add to your physical appearance; it is also a reflection of your inner self.

In selecting clothes to wear to an interview or on the job, remember they must be clean, mended (all the buttons in place) and be pleasing to the eye. Even if you are interviewing for a job requiring casual or work clothes, the above rules still apply.

In order to honestly project an image of yourself that is pleasing to others, you must make up your mind to be that kind of person. In other words you must develop a positive self concept - not a superficial one. Once you have done that, the proof will be in your mirror, your mind and in your attitude. The most important point to remember is that the basis of good grooming and the ultimate aid to your self concept is a pleasant and alert manner.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 95

Materials

1. Copies of the self check activity.

Purpose

The purpose of this activity is to make the student aware of the basic rudiments of good grooming.

Guidance

This is a self check activity and is self-explanatory.

Modifications or Extensions

1. You may wish to add or delete questions from this activity.
2. A discussion concerning the concept of "over-dressing" is quite appropriate.

Objective: To learn about good grooming habits by watching a film on good grooming.

Materials: Film - Good Grooming

Activity 1

Instructions:

The purpose of this filmstrip is to help you further your knowledge of good grooming. When you complete your viewing of the film, there will be a short objective test which will cover both the previous reading and the content of the film.

1. If you have not already done so, read the section on grooming which occurs just before this activity.
2. View the film on good grooming.
3. Discuss with your teacher any questions you may have concerning the film. Add ideas you may feel needed to be included and were not.
4. Review the reading.

HOW WILL I KNOW I'VE DONE IT CORRECTLY

I will take a self-check test.

Activity 1 - continued

Self Check: Mark each of the following items as True or False.

______ 1. Good grooming habits include your basic outlook on life as well as physical habits.

______ 2. A person who has a good and realistic self concept is likely to have good grooming habits.

______ 3. A person can never over-dress for an interview.

______ 4. A man should always wear a coat and tie to an interview.

______ 5. A woman should always wear a dress to an interview.

______ 6. Projecting a good self image is a form of advertising.

______ 7. Health habits are a critical part of your grooming habits.

______ 8. In today's relaxed atmosphere, very few personnel managers object to hair styles which are extremely different.

______ 9. Posture is a health habit which does not require very much attention.

______ 10. In order to honestly project a positive image of yourself, you must make up your mind to be that kind of person.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 97

Materials	Purpose
1. A series of product commercials from magazines.	Through recognition of the means by which imagery is used to advertise the student will see the possibility of projecting a personal image.
Guidance	**Modifications or Extensions**
The teacher should be careful to select pictures which has a readily identifiable image. Care should also be taken to select honest rather than misleading advertisement. During the conversation the teacher should be prepared to deal with students who feel all advertising is basically dishonest.	1. Advanced students can be asked to analyze the basic ingredients common to all advertisements.

Objective: To learn more about imagery.

Materials: Selected magazine advertising, pictures provided by your teacher.

Activity 2

Instructions:

1. Your instructor will show you a series of photographs or transparencies.
2. As you view each picture, you are to write down or respond verbally to the kind of image (or concept) which was being communicated in this picture.
3. After you have viewed the pictures or transparencies you will be asked to participate in a class discussion. Be able to defend your decisions.

HOW WILL I KNOW I'VE DONE IT CORRECTLY

I will participate in a class or group discussion.

Objective: To evaluate my own personal grooming habits.

Materials: Evaluation form included in this booklet

Activity 3

Instructions:

This activity is designed to help you evaluate your personal grooming habits. As you review each item on the sheet, answer it as honestly as possible.

Rate yourself on a scale of 1 - 5 on each item. Be honest with yourself and do not compare your answers with anyone until you have finished.

1. Do I bathe daily? ________
2. Do I wash and comb my hair before starting my day's business? ________
3. Do I average 7 or 8 hours sleep each night? ________
4. Am I satisfied with myself? ________
5. When I purchase clothes, do I spend all of my money on fun type clothes? ________
6. Am I greatly overweight? ________
7. Am I always tired? ________
8. If there was no one else to do it, would I be willing to wash, iron and mend my own clothes? ________

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 98

Materials

1. You will need copies of the evaluation form.

Purpose

The purpose of this activity is to have the student assess his/her current grooming habits. From this assessment the student will select two or more areas for improvement.

Guidance

This activity is designed to have students take a look at themselves. Care should be taken in order to avoid potentially embarrassing situations. Individual reviews of each sheet is strongly suggested.

Modifications or Extensions

None suggested.

Activity 3 - continued

9. I wash my hair frequently. ________
10. I consider myself well groomed. ________
11. I have tried to look at myself and think of myself as others see me. ________
12. Most of the time I am happy. ________

HOW WILL I KNOW I'VE DONE IT CORRECTLY

I will select the areas which I personally feel need to be improved. I will file this list.

Objective: I will improve my good grooming habits by regularly monitoring my progress for two weeks.

Materials: A good grooming log.

Activity 4

Instructions:

Review the log found on the next page.

1. Secure a copy of the log to take home.
2. Review your evaluation form and pick out the areas which you listed as areas for improvement. Circle the item on your evaluation form which is in need of attention.
3. Take the log home and keep a daily record of your habits for a period of two weeks.
4. Return the log to your instructor.
5. Secure a summary form from your instructor and fill it out.

HOW WILL I KNOW I'VE DONE IT CORRECTLY

I will complete my summary form and this log.

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 100

Materials

1. A completed evaluation form.
2. Copies of the grooming log.

Purpose

The purpose of this activity is to monitor specific grooming habits for a two week period. Through this practice the student will improve certain grooming habits.

Guidance

Counsel with students to select realistic goals based upon the assessment. Have the student record all items but select only two or three items for specific improvement. Review the summary form with the student. Be certain that the summary form and the log realistically reflect the grooming habits of the student.

Modifications or Extensions

1. For the well groomed, concentrate on the finer nuances of clothes selection.

MY GROOMING AND PERSONAL HABITS LOG

I will keep this daily log of my grooming and personal habits for two weeks so that I can identify areas that **need** improvement. Refer to page 5 Evaluation Check.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues	Wed.	Thurs.	Fri.	Sat.	Sun.
Did I take a bath or shower today														
Did I leave my house well groomed														
How many hours sleep have I had														
Am I satisfied with myself today														
My attitude with my family was . .														
My weight is satisfactory or improving														
Was I tired or was I alert														
Did I involve myself in care of my clothes														
Did I shampoo my hair														
Did I look well groomed														
My attitude with others was														
I was suitably dressed for activities.														
Other														

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SUMMARY OF GOOD GROOMING LOG

1. The areas I listed for improvement were:

____

____

____

2. The area in which I was most successful in improving my grooming habits was ____________________.

The improvement can be shown on my log as ______________________________________.

3. As shown on my log, I was least consistent in ______________________________________.

4. The area in which I was least successful was ______________________________________.

5. I had the most difficulty in accomplishing ______________________________________

____.

6. In working on good grooming, I specifically worked on the following ideas to improve my manner.

____

____

____.

BASIC RECORD KEEPING

WHERE AM I GOING?

In this unit I am going to study some basic information about record keeping - - especially record keeping by Public Service Agencies.

HOW WILL I GET THERE?

1. I will complete the reading assignments.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

1. When I have read all the information included, I will check my answers and when I have all of the answers correct I will have finished.

Everyone's life is governed by records. For example, the birth certificate verifies age, and will determine when he/she will enter public school, be allowed to apply for a driver's license, be allowed to marry without parents' consent, and be eligible to collect Social Security retirement benefits.

School records often determine whether or not individuals get jobs. The list of records ends with a death certificate, and sometimes a will, which enables the individual's heirs to claim a share of his/her possessions.

Public Service agencies, like individuals, are governed to a large extent by records. Everyone who works in the field of public service will come in contact with different kinds of records and materials. As a public service worker a person may actually be involved in record keeping activities or he/she may need to be able to use existing records.

The one basic reason for keeping or filing records is so that they may be found quickly when needed. There are two basic reasons for wanting to find materials; to prove past actions or events, and to get information needed for planning future activities.

All records must be free of mistakes, easily understood, and readable. Incorrect records or records that cannot be read and understood are of no value to anyone. Suppose a worker in the Department of Transportation recorded a sum owed to a highway construction company as $10,000 instead of $1,000. This one mistake could cost state government (taxpayers) $9,000. It could raise questions about whether or not the mistake was intentional. Public Service workers should remember that financial records are subject to audit at anytime -- accuracy is absolutely necessary.

Imagine the disappointment of a high school senior who was refused admission to a college because the admissions officers thought the "A" grades on his record were "D's". Consider the inconvenience to an old couple who didn't receive their Social Security check because a worker smeared their address and it went to Gainesville, Florida, instead of Gainesville, Georgia -- these records were not clear and legible.

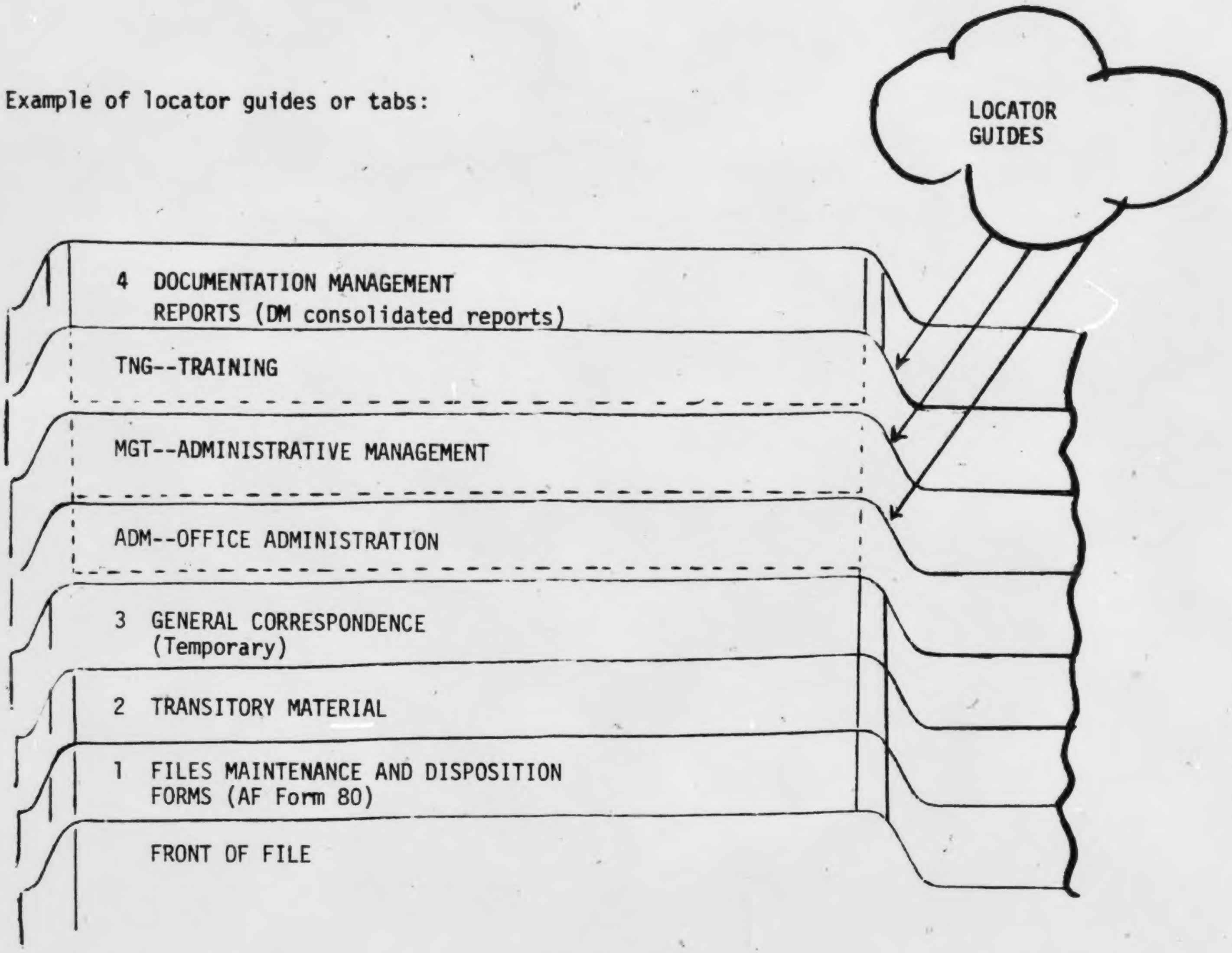
Filing Systems

The filing systems used by government agencies vary. Each department, agency, section, or division develops its own filing system -- according to accepted practices. The exact filing procedures to be used are usually in manuals published by the department. However, all filing systems attempt to fulfill certain basic needs, follow similar filing procedures, and use similar methods.

A. Basic needs of a filing system:

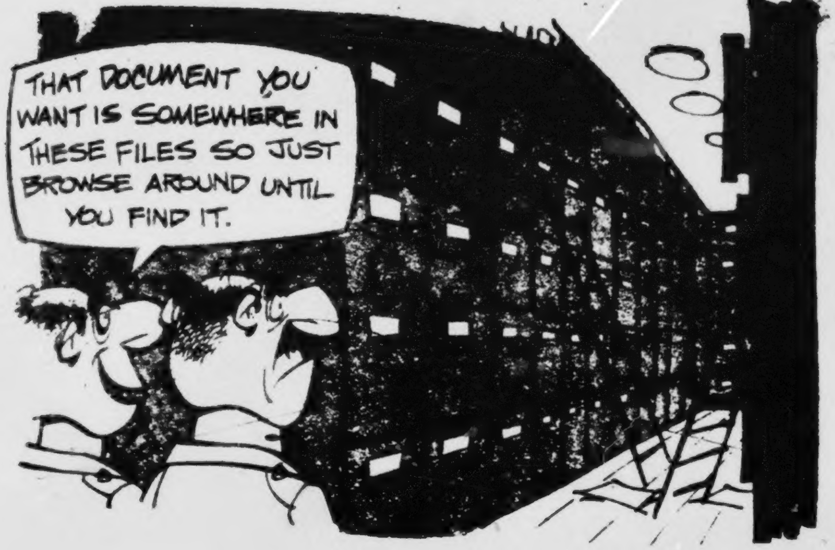
   1. The filing system should be as simple as possible.
   2. It should be accessible to all clerical workers and members of the professional staff who must use it. (Some files are designated as "Confidential").
   3. One person should be responsible for maintaining the files.
   4. Steps should be taken to make the storage area safe from fire and vandalism.
   5. The system should include a procedure for removal and disposal or storage of inactive records.

Example of locator guides or tabs:


LOCATOR GUIDES
4 DOCUMENTATION MANAGEMENT REPORTS (DM consolidated reports)
TNG--TRAINING
MGT--ADMINISTRATIVE MANAGEMENT
ADM--OFFICE ADMINISTRATION
3 GENERAL CORRESPONDENCE (Temporary)
2 TRANSITORY MATERIAL
1 FILES MAINTENANCE AND DISPOSITION FORMS (AF Form 80)
FRONT OF FILE

Care should be taken to see that the papers (folders) are in the right section. Searching for misfiled papers is a waste of time and money. There is also the possibility that a valuable document will never be found if it has been misfiled.

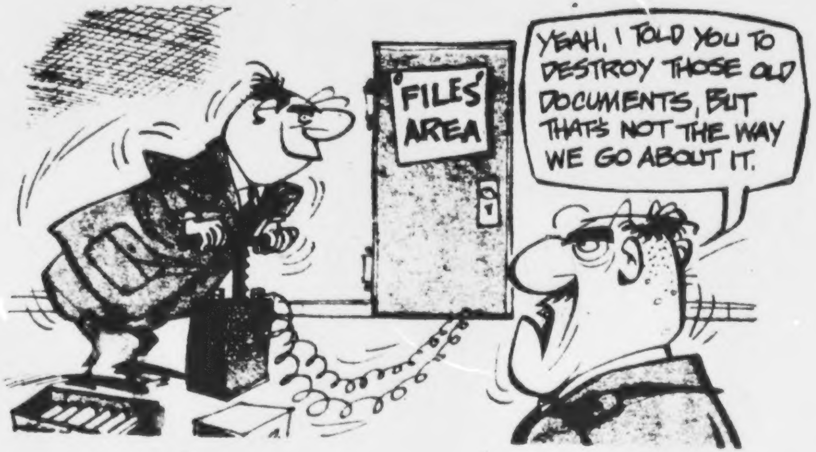
FILING PROCEDURES

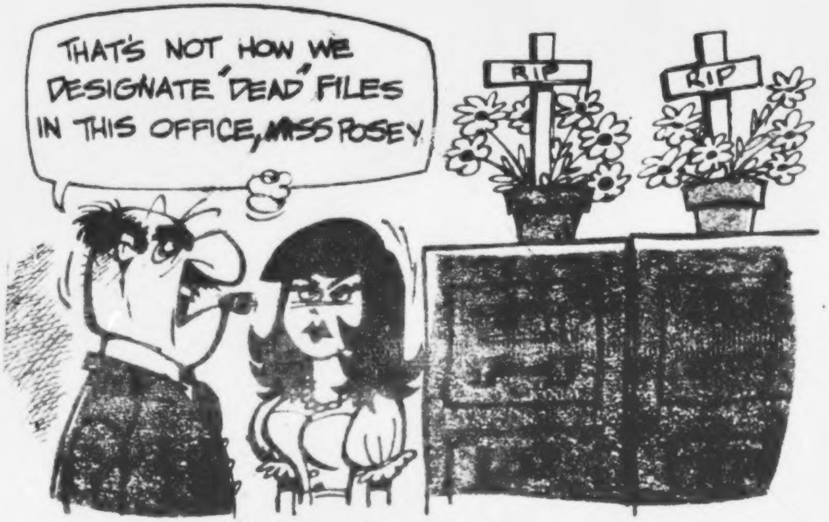

THAT DOCUMENT YOU WANT IS SOMEWHERE IN THESE FILES SO JUST BROWSE AROUND UNTIL YOU FIND IT.

B. Basic Filing Procedures:

1. Separate the materials to be filed from other office materials and inspect them for completeness.
2. Determine which filing arrangement(s) fits the needs of that project.
3. Sort the papers. This simply means to group papers in the correct order for filing based on the arrangement(s) selected.
4. Determine the place for filing.
5. Put the papers into the filing cabinets. For protection, the papers are usually placed in manila folders and then the folders are placed in certain sections identified with locator guides or tabs.

This is especially important since keeping records when they are no longer used wastes manpower, equipment, space, and money.


FILES AREA
YEAH, I TOLD YOU TO DESTROY THOSE OLD DOCUMENTS, BUT THAT'S NOT THE WAY WE GO ABOUT IT.


THAT'S NOT HOW WE DESIGNATE "DEAD" FILES IN THIS OFFICE, MISS POSEY.
RIP
RIP

C. Alphabetical Filing Arrangement:

This arrangement is used to file by name, persons, companies, agencies, etc. It is one of six basic arrangements and it may be used either by itself or along with one or more of the other arrangements, which are discussed in the next reading activity.

The basic rules of alphabetical filing are:

1. File papers by the last name (surname).

   Example: Carter, Amy
   Downs, Harry
   Moore, Bill

2. When the last names of two or more persons begin with the same first letter, look at the second letter in the names to decide which name comes first. If the second letter is the same, then look at the third, and so on.

   Example: Carpenter, Paul
   Carter, Billy

3. File "nothing" before "something"

   Example: Johns, Don
   Johnson, Bud

4. If the last names of two or more persons are the same, compare first letters in the first names to decide the order of filing. If first letters in the first names are the same, compare second letters, and so on.

Example: Carter, Jacob

Carter, James

5. If last names and first names are the same, compare middle initials and/or names.

Example: Carter, James Earl

Carter, James Joel

6. File hyphenated and prefixed surnames as one word.

Example: Mac Ginty

McConnell

Morrison

Page - Lewis

Pagella

Van Buren

7. Names of business firms which contain complete names of persons are filed as if the name appeared by itself.

Example: James E. Carter Company

filed

Carter, James E. Company

8. Names of business firms which do not contain complete names of persons are filed according to their first words. If the first words are the same, the second words are considered and so on.

Example: Carter Farms
Carter Warehouse

9. When indexing the many departments, agencies, divisions, etc., in our federal government list U.S. Government first then index the agencies under this heading.

Example: U.S. Government
Agriculture, Dept. of
Civil Service Commission
Federal Bureau of Investigation
Internal Revenue Service

10. The rule for indexing federal agencies also applies to state, county, and city governments.

Example: Georgia State Government
Agriculture, Dept. of
Education, Dept. of
Labor, Dept. of
Transportation, Dept. of

Example: Atlanta, City of
Fire Dept.
Police Dept.
Water Dept.

Activity

Objective: I will learn and practice the basic rules of alphabetical filing.

Materials: The attached exercise.

ACTIVITY

Steps:
1. Study each pair of items (names, companies, or agencies) listed below.
2. Decide which item should be filed first and circle it.
3. Mentally recall the rule(s) that applies to each choice you make.
4. Turn back to the reading assignment and look up rules about which you are uncertain.

Circle the item that should be filed first:

1. Billy Graham
   Billy Carter
2. Gerald Ford
   John Fortson
3. Tom Johnson
   San Johns
4. John Adams
   John Quincy Adams
5. Dinah Shore
   Mary Shore
6. Mary Tyler Moore
   Mary Jane Moore
7. John McRae
   Donald Van Buren
8. John Thompson Company
   Morgan Supply Company
9. J.C. Baker Company
   Martin Brothers Construction Company
10. Chambers Building Maintenance
    Collins Lumber Company
11. Country Charm Egg Co.
    Country Best Egg Dist.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p 112	
Materials Activity sheet, paper, pen or pencil.	**Purpose** The purpose of this activity is to review the student's ability to alphabetize and organize materials.
Guidance Be certain the students understand the reading materials and the concepts involved. Some students will need to repeat the exercise. *It is suggested that the teacher prepare similar activities for additional practice.	**Modifications or Extensions** *See Guidance.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 113	
Materials	**Purpose**
This booklet, paper and pencil or pen.	The purpose of this activity is to check the students' understanding of the units' basic concept.
Guidance	**Modifications or Extensions**
Students may need a review of concepts especially if they have had no previous business courses. Relate this activity to Activity 1.	A re-check is suggested to reinforce the subject matter.

Activity 2

Objective: I will review the major points included in the reading by completing this self check activity.

Materials: The activity below

Activity

Steps: 1. Read each item and fill in the blanks so that the statement is comylete and correct.

2. Turn back to the reading and look up any item about which you are uncertain.

Fill in the blanks:

1. The main reason for developing a filing system is so that records can be ________________.

2. The two basic reasons for wanting to maintain records are ______________________________
____.

3. In order for records to be useful, they must be ______________________________
______________________________ and ______________________________.

4. One of the basic needs of a filing system is that it should include a procedure for removal, disposal, or storage of ____ records.

5. Before filing any document, it should be inspected for ______________________________.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will obtain an answer sheet from my teacher and check my work.

ADDITIONAL FILING SYSTEMS

There are five basic filing arrangements in addition to the alphabetical system. They are:

I. Numerical Filing

In a numerical filing system numbers are used as captions on the guide and folder tabs. It is best to use this system to arrange records that are normally identified and referred to by number. Numbers can be assigned to persons, contracts, cases, etc. A numerical system with assigned numbers cannot be used without a card index to identify numbers. The cards are indexed alphabetically according to names or subjects. Each card lists the number of the folder that has been assigned to that person, subject, company, etc. The numbers should be arranged consecutively.

Examples: The Air Force might arrange files on aircraft by numbers:

F102

F103

F104 and so on

The Social Security System assigns numbers:

John Doe is 000-00-0000

II. Subjective Arrangement

This arrangement is used when the records will be asked for by subject. It is also an alphabetical arrangement.

Example: The Air Force has 25 subject categories. The first five are:

1. ADM - Office Administration
2. CIV - Civilian Personnel Administration
3. COM - Command Control and Communication
4. ENV - Aerospace Environment
5. FIN - Financial Administration

III. Geographical Arrangement:

In this arrangement material is filed by geographic location (area, state, county, city, etc.). The specific geographic division used will be determined by the filing needs of the agency involved. The specific location is filed alphabetically.

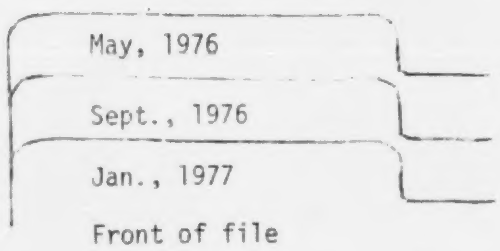
Examples:

Butts County	Georgia
Hall County	South Carolina
Ware County	Utah

IV. Chronological Arrangement:

This arrangement is used to put files in order by dates with the most recent date(s) appearing in the front of the file. This arrangement is often used along with other arrangements.

Example:



V. Organizational Arrangement:

This arrangement is used when the names of the organization is the main basis for filing. The organization is also filed alphabetically.

Example: Central Gwinnett High School

North Gwinnett High School

South Gwinnett High School

SUGGESTIONS FOR THE TEACHER

Activity 3 - 4 - p. 117	
Materials	**Purpose**
This booklet, paper and pen or pencil, blackboard and several different colors of chalk.	The purpose of this activity is to reinforce the unit concept and add knowledge of additional filing systems, their use and organization.
Guidance	**Modifications or Extensions**
Assist the students in keeping filing methods separate using blackboard illustrations, side by side to show direct differences (and or similarities).	L and D students should be encouraged to work with advanced students in a peer-tutoring relationship.

Activity 3

Objective: The purpose of this activity is to help you prepare for your unit test by reviewing some major points of the reading.

Materials: The activity below.

Activity

Steps: 1. Read each item and fill in the blanks so that the statement is complete and correct.

2. Turn back to the reading and look up any item about which you are uncertain.

Fill in the blanks:

1. In a numerical filing arrangement numbers are used as ______________________ on the ____________________________________ and ____________________________________.

2. A numerical arrangement cannot be used without a ______________________ to identify the assigned numbers.

3. If counties are used on the locator guides, the ______________________ arrangement is being used.

4. In a chronological arrangement ________________________________ are used on the locator guides.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will obtain an answer sheet from my teacher and check my work.

Activity 4

Objective: The purpose of this activity is to help you learn to recognize and use all the basic filing arrangement.

Material: You will need the attached filing exercises.

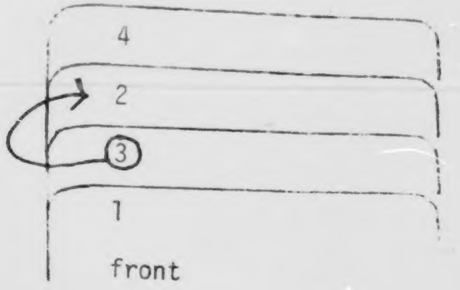
Activity

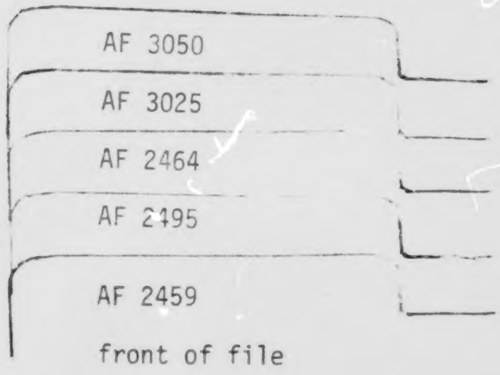
Steps:
1. Read the instructions for each exercise.
2. Study the illustration.
3. Mark the file illustration and/or fill in the blanks as instructed.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

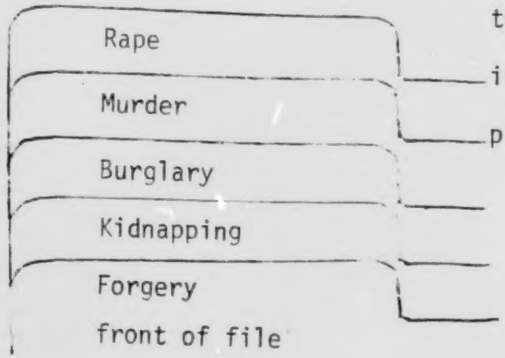
I will have an oral review and discussion of each exercise. Correct any mistakes I made at this time.

1. Study this example of a numerical file. Find and Circle the item that is misfiled. Draw an arrow to show where the misfiled item should be placed. Example:

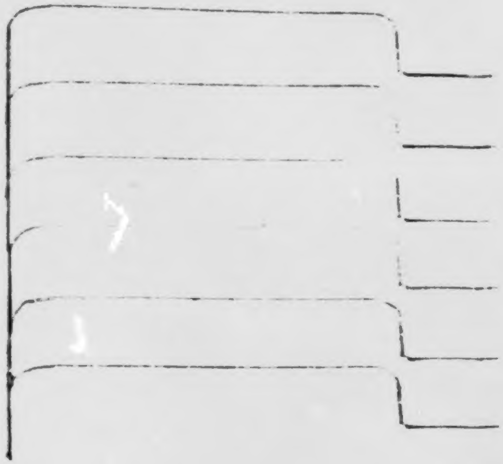



AF 3050
AF 3025
AF 2464
AF 2495
AF 2459
front of file

2. In this example of a subjective file, Find the misfiled item, circle it, and draw an arrow to show where it should be placed.

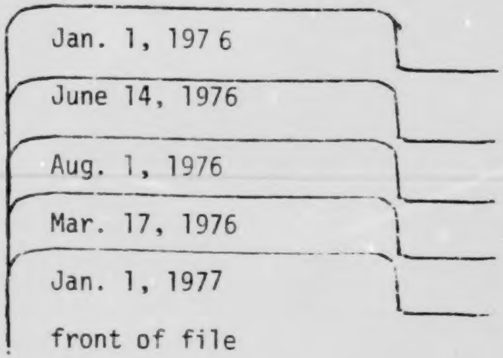

Rape
Murder
Burglary
Kidnapping
Forgery
front of file

3. Suppose you are employed by the Georgia Department of Transportation. There has been a violent storm in the Gainesville area and you have been asked to set up a file for records about damages. You have information about damage to roads, culverts, bridges, traffic lights, traffic signs, and the highway maintenance shops in six cities - Murrayville, Flowery Branch, Clermont, Oakwood, Gainesville, and Lula. You are told to use a geographical arrangement for your file. Show how the file should be set up by labeling the folders in the following illustration:

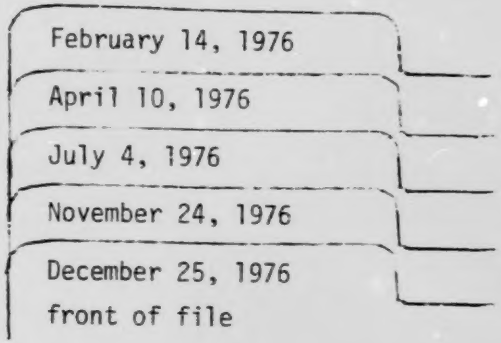


4. Study the examples of chronological files below, circle the example in which the documents are correctly filed.

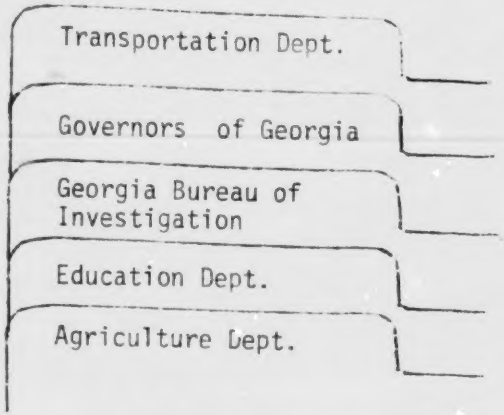
A.


Jan. 1, 1976
June 14, 1976
Aug. 1, 1976
Mar. 17, 1976
Jan. 1, 1977
front of file

B.


February 14, 1976
April 10, 1976
July 4, 1976
November 24, 1976
December 25, 1976
front of file

5. Study the organizational file below. Circle the item that is misfiled.


Transportation Dept.
Governors of Georgia
Georgia Bureau of Investigation
Education Dept.
Agriculture Dept.

6. The file below has two different filing arrangements being used at once.

   a. Name the arrangements used

      (1) ______________________________

      (2) ______________________________

   b. Where would you look to find out about a murder committed on August 10, 1976? Circle the correct folder.

July, August, September, 1976

April, May, June, 1976

January, February, March, 1976

RAPES

October, November, December, 1976

July, August, September, 1976

April, May, June, 1976

January, February, March, 1976

MURDERS

October, November, December, 1976

July, August, September, 1976

April, May, June, 1976

January, February, March, 1976

BURGLARIES

7. The file below uses three different filing arrangements at once.

   a. Name the arrangements used.

      (1) ______________________________

      (2) ______________________________

      (3) ______________________________

   b. Where would you look to find the Safety Plan of the Hall County Office of Department of Agriculture?

      Circle the correct folder guide.

Activity + - continued

Ware County

Butts County

Safety Plan

Ware County

Butts County

Financial Plan

TRANSPORTATION, DEPT. OF

Hall County

Cobb County

Safety Plan

Hall County

Cobb County

Financial Plan

AGRICULTURE, DEPT. OF

Front of File

DATA PROCESSING

Data means facts of information. Processing means to manipulate or to handle. Therefore, data processing is the handling of information. The purpose of data processing is to organize many facts into useful information.

Public Service agencies must process data in order to get organized information upon which to base its operations. The kind of information and the volume of data will vary with the type and size of the agency. Data processing procedures will also vary. Each agency uses data processing methods that best serve its needs.

I. Basic Steps of Data Processing

Regardless of the method used, the basic steps in data processing are the same.

a. Record the necessary information (data) on a form usually called the source document. It is absolutely necessary that the information recorded on the source document is accurate and legible. The other steps in data processing would result in wasted time and effort if incorrect data were used.

b. Put the data into the system for processing. This step, known as the input, will vary with the processing method used.

c. Process or handle the data. As mentioned earlier different methods can be used. The basic methods are discussed in the next reading section.

d. Record the useful information that has "come out" (resulted from) the processing. This is called the output of data processing.

II. Methods of Data Processing

People who specialize in data processing have devised and used hundreds of different methods. Two of the older methods of data processing, manual and mechanical, and the newest method, computer processing, are briefly discussed below. Many variations of these methods are in use today.

a. Manual Data Processing

In this method the processing is done by hand. Often called the pencil and paper way, this method involves the use of many forms designed to handle the data.

b. Mechanical Data Processing

This method involves the use of machines that help to handle the data more quickly and accurately. Machines used include adding machines, calculators, cash registers, accounting machines, bookkeeping machines, key punch machines, etc.

c. Data Processing by Computer

The newest method of data processing is by computer. The digital computer is, in itself, a data processing system. It is electronic equipment designed to perform the input, processing, and output steps of data processing.

To better understand how the computer works, study the following comparison between the washing machine and the computer.

Washing Machine	Computer
1. The input is dirty clothes and detergent.	The input is data and a program (manmade instructions for handling data).
2. Processing is the washing according to a given cycle - permanent press, normal, delicate, etc.	Processing is when the computer uses the program to organize the data-
3. Output is the same clothes -- clean.	Output is the same data organized as useful information.

The data and program may be recorded and entered into the computer by a number of methods including . . .

1. Punched Cards - Data is represented by holes punched into cards. Each hole has a meaning, and groups of holes represent words or numbers.
2. Punched tape - Data is recorded continuously on paper tape and wound on reels. As with punched cards, data is recorded in the form of holes punched into the tape according to a certain code.

3. Printed characters on paper documents - The print contains magnetic particles that can be "read" by machine.

   Example: Account numbers on checks are magnetic and can be "read" by machine.

4. Magnetic Tape - This is plastic tape covered with a layer of magnetic material. Data is recorded in the form of invisible magenetized spots, called bits. Combinations of these bits are used as codes for letters, numbers, etc.

5. Magnetic disks - Data is stored in code on a layer of magnetic material which covers flat disks that look like hi-fi records. This, too, can be "read" by the computer.

People are responsible for taking data from the source document and recording it in a method that can be "read" by the computer. Computer equipment changes this man-readable data and instruction to machine-readable code (electrical impulses) and then stores this information in its memory (internal storage unit). The computer processes data by routing electrical impulses, representing the data, through electrical circuits. Computer equipment then changes the processing results from electrical impulses to a form man can read and use. The results may be:

1. Printed on a form
2. Puncked in cards
3. Written on magnetic tape
4. Shown on a TV - like display

Date processing by computer has two main advantages:

1. Speed - The computer saves a lot of time.

   Example: A medium size computer can add a million four-digit numbers in ten seconds. It would probably take a man more than 100 days to do that much adding the pencil and paper way.

2. Accuracy - The computer can perform second after second, hour after hour, day after day without a single mistake.

Of course, the computer does have limitations. It can work only with the data and program fed into it by people. If either one or both are wrong, the results will be wrong. And then, too, there is always the chance that computer equipment will weat out or break and require repairs.

Data processing by computer is especially valuable to government agencies as they attempt to handle huge volumes of information. For example, without the computer processing census data and tax records would be an almost impossible task -- census data would probably be out-dated before it could be processed and the new tax year would probably start before the previous year's returns were completed.

The computer has additional value to governmental agencies because it goes beyond the mere processing of data -- its memory allows the computer to keep records of information that can be found quickly when needed. For example, a policeman can check to see if a car is stolen in a matter of seconds, the Air Force can know the location of all its aircraft at the flick of a switch, and the state income tax unit can check a person's tax records instantly.

SUGGESTIONS FOR THE TEACHER

<table>
<tr><th colspan="2">Actiyity 5 - p. 131</th></tr>
<tr><td>Materials</td><td>Purpose</td></tr>
<tr><td>This booklet, paper, pen or pencil.</td><td>The purpose of this activity is to review the basic principles of data processing.</td></tr>
<tr><td>Guidance</td><td>Modifications or Extensions</td></tr>
<tr><td>Give additional examples to student. Have the students observe a data processing installations (Banks are usually cooperative in this).</td><td>Airports and government agencies often give tours and explain the operation of their processing.</td></tr>
</table>

Activity 5

Objective: The purpose of the activity is to help you prepare for your unit test by reviewing major points of the reading.

Materials: You will need the attached fill in the blank questions.

Activity

Steps:
1. Read each item and fill in the blanks so that the statement is complete and correct.
2. Turn back to the reading and look up any item about which you are uncertain.

HOW WILL I KNOW I'VE DONE IT CORRECTLY

I will obtain an answer sheet from my teacher and check my work.

Activity 5 - continued

Fill in the blanks:

1. Data means ____________________. Processing means ____________________

   Therefore, data processing is ______________________________________.

2. The purpose of data processing is to organize many facts into ________________.

3. The first step in data processing is to ____________________ the necessary

   ______________________ on a form usually called the ____________________.

4. In data processing by computer, the input is ________________ and a ________

   ____________ or manmade instructions. The output is the same ______________

   organized as ____.

5. For use by a computer, data is recorded in a method that can be "read" by machines.

   Examples include:

   1. ____________________________ cards
   2. ____________________________ tape
   3. ____________________________ on paper documents
   4. ____________________________ tape.
   5. Advantages of data processing by computer are its ____________________

      and ____.

INTERVIEWING SKILLS

WHERE AM I GOING

By the time I complete this unit I will learn and practice the basic interviewing skills needed to conduct factual interviews.

How Will I Get There

1. View a film on interviewing.
2. Review a list of "do's" and "don'ts"
3. Prepare for an interview
4. Conduct a mock interview

How Will I Know. . . .

I will answer a series of review questions.

I will complete a self check activity.

I will complete a form designed to help me prepare for an interview.

I will be evaluated by my teacher.

Objective: I will view a film on interviewing skills.

Materials: Your teacher will provide the film for the group.

Activity 1

Instructions:

1. Review the following questions prior to viewing the film.
2. View the film.
3. Participate in a class review.
4. Record answers to each question for future reference.
    a. What is an interview?
    b. What is the purpose of an interview?
    c. What are some of the critical human relations skills needed to complete an interview properly?
    d. What are the types of questions asked in an interview?
    e. Other than listening to what a person is saying, what else should the the interviewer attempt to observe in order to better understand the interviewer?
    f. What are the two basic types of interviews?

HOW WILL I KNOW I'VE DONE IT CORRECTLY? I will record the class answers for future reference.

SUGGESTIONS FOR THE TEACHER

Activity 1- p. 134

Materials

1. Public Service 16mm film on Interviewing Skills.
2. Projector

Purpose

The purpose of this activity is to provide instruction in the basic skills involved in a guided interview.

Guidance

The teacher should list the answers on the board for the purpose of note taking.

Modifications or Extensions

None suggested.

Objective: I will review a list of "Do's" and "Don'ts" associated with interviewing skills.

Materials: The printed materials in this booklet.

Activity 2

Instructions:

1. Read the suggested practices carefully.
2. As you read the list, compare the "do's" and "don'ts" which are related to one another.
3. Complete the attached self check activity.
4. Correct your activity.
5. (Optional) Your teacher will assign one or more items from the list to act out or to provide an example of the correct procedure for your classmates.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will complete the self check activity and practice in the demonstration activity.

Do's

1. Prepare for the interview.

   Decide what you want to learn from the interview and plan your questions so that you will ask for the information you really need. If you have an application or a form to use, study it, know what information is requested, and decide how to word your questions to get this information.

2. Hold the interview in a place that is pleasant, comfortable, and private. Do not try to do something else at the same time - do not permit yourself to be interrupted.

3. Help the person being interviewed to feel at ease and free to talk. To do so, be at ease yourself. Smile. Begin the interview by talking about things that are easy to talk about. For example, if you have a form to complete, start with non-controversial items such as age, address, etc.

Don'ts

1. Don't wait until the interview has started to read your form and plan your questions. You can't effectively listen to the interviewee and plan your next question at the same time. Also, if you have not prepared your questions before hand, you run the risk of leaving out important information, not finishing on time, and distracting the interviewee.
2. Don't do anything that seems to distract the interviewee. Don't even take notes if it seems to bother him/her.
3. Don't act nervous or uncomfortable.
4. Don't "talk down" to the other person.
5. Don't act as if you are irritated.
6. Don't be critical of him/her.
7. Don't do anything that would indicate a lack of interest on your part.

Do's

4. Show that you are sincerely interested in the interviewee and that you are willing to help him/her become employed. You can do this by carefully listening to him/her and letting the person know that you understand his/her feelings.
5. Be sure you stay in control of the interview. Ask questions that will keep the person talking on the subject.
6. Ask simple, direct questions, one at a time. Be certain the interviewee understands what information you want.
7. Allow enough time for the interview. Give the interviewee plenty of time to answer each question before asking your next question. If there is a set time limit for the interview, be sure to tell the interviewee before you start.
8. If you must ask for confidential information, do so in a businesslike manner and show that you intend to keep it confidential.

Don'ts

8. Don't ask long, involved questions.
9. Don't use words that seem too hard for the interviewee.
10. Don't ask several questions at one time.
11. Don't be afraid to ask questions.
12. Don't talk too much -- The purpose of an interview is to get information, not give it.
13. Don't let your personal bias (prejudices, leanings) distort the facts you gathered. Example: Don't let a person's physical appearance influence your evaluation of his/her ability or character.

Do's

8. (continued)

Example: Wrong: "I hear that you've got a woman living with you now. Who is she and how long has she been living with you?"

Right: "Our office must have a record of all changes in living arrangements. Have there been any changes in the number of people living with you since my last visit?"

9. Tell the interviewee when he/she can expect a decision.

Example: "You should get your license in about two weeks."

"I'll call tomorrow afternoon and let you know whether or not you have been accepted for the program."

10. Evaluate the interview.

Did you get the information you wanted or needed?

Were you objective and fair with the person being interviewed?

327

Don'ts

328

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 139

Materials	Purpose
1. You will need copies of the self-check activity. 2. You should have answer sheets in a student file.	The purpose of this activity is to teach the student through reading and review the standard skills of conducting a guided interview.
Guidance	**Modifications or Extensions**
Self explanatory.	1. The teacher may wish to make additions or deletions from the self-check.

Objective: I will check my understanding of the "do's" and "don'ts" list.

Materials: This self-check activity

Activity 3

Instructions:

Put a (+) beside the things you should do while preparing for or conducting an interview and put a (0) beside the things you should not do.

_____ 1. Show that you understand the interviewee's feelings.

_____ 2. Let the interviewee take over as soon as you think he is ready.

_____ 3. Ask simple, direct questions one at a time.

_____ 4. Show that you are interested in the interviewee and that you are willing to help him/her.

_____ 5. Try to do most of the talking yourself.

_____ 6. Decide how to word your questions before the interview starts.

_____ 7. If possible, hold the interview in private.

_____ 8. Begin the interview with questions that are easy to answer.

_____ 9. Avoid doing anything that seems to distract the interviewee.

_____ 10. Evaluate the interview according to your personal bias (prejudices).

Objective: To prepare to conduct an interview using sample forms.

Materials: Georgia State Department of Family and Children Services Initial Contact form. (Copy included in this booklet).

Activity 4

Instructions:

1. You are to assume you are the initial contact person for the Department of Family and Children Services. You are to interview a person tomorrow as a clerk trainee.
2. As preparation for that interview, you are to complete the attached form.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will turn in the form for evaluation.

SUGGESTIONS FOR THE TEACHER

Activity 4- p. 140	
Materials 1 Copies of the interview form in this unit. 2. Copy of the interview preparation form in this unit.	**Purpose** The purpose of this activity is to provide practice in framing questions to get specific information.
Guidance Students should be counseled against writing questions before carefully considering the following aspects: clarity brevity courtesy Complete this activity in conjunction with activity #5.	**Modifications or Extensions** 1. Have students orally rephrase each question in several different acceptable forms.

FORM FOR COMPLETING INITIAL CONTACT FORM

1. Give the full meaning of the following abbreviations or terms.
    1. Rel. to H.H. ____________________
    2. M/S ____________________
    3. R. ____________________
    4. Income/Source ____________________
    5. Referral and/or other agencies providing services: ____________________

____

____

____

2. The way you would phrase questions to get information about each section of the form.
    1. ____________________
    2. ____________________
    3. ____________________
    4. ____________________
    5. ____________________
    6. ____________________
    7. ____________________
    8. ____________________
    9. ____________________
    10. ____________________
    11. ____________________
    12. ____________________

Objective: I will conduct a mock interview to complete initial contact form.

Materials: Information in this booklet, a tape recorder or video tape machine.

Activity 5

Instructions:

1. Review the information on your form.
2. Your teacher will arrange for a partner to work with you.
3. Secure a recording machine.
4. Conduct the interview in front of the class or tape the interview and give it to your teacher.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

I will be evaluated by my teacher.

SUGGESTIONS FOR THE TEACHER

Activity 5 - p. 142

Materials

1. Tape recorder
2. Video tape machine (if available)

Purpose

The purpose of this activity is to afford the student practice in completing a guided interview.

Guidance

This is a time consuming activity which will require at least several days to complete. It is a good idea to complete this activity in conjunction with activity 4 in order to prevent students from having to wait for classmates to finish their part.

Modifications or Extensions

1. Invite a social worker or other professional to visit the class and review procedures.

CO[redacted]ITY[redacted]RVIC[redacted]ENT
Basic Information Form
Initial Contact

Case Number ____________

Date ____________

Name of Staff Member ____________

Last Name	First Name	Maiden Name	Sex	Rel.to HH	Date of Birth	M/S	R	Social Security Number	Income/Source
Head of HH									
Others									

Address: ____________

Phone No.
Own or Neighbor ____________

Referral and/or Other Agencies Providing Service

Problem:

APPLYING FOR A PUBLIC SERVICE JOB

Introduction

As has been stated from the beginning of this course of study, the purpose of APPS is to help you get a public service job. The areas that have been selected as being of the most help have been presented in your reading and you have finished the many activities which reinforce accomplishing this goal. Now it is time to see if your knowledge is practical and really can be used to enter the work world.

The best test if to see if you can be successful in getting a job and the best measure of your APPS preparation is to be interviewed by a prospective employer. This unit is designed to coordinate this information that you have learned and then to examine it from the stand point of an employer.

No two interviews are the same, but most employers are looking for the same general employee assets. For example good health, a neat appearance, a mature attitude and ability. But, you are fortunate you have the opportunity to take with you much more when you are interviewed. The activities following will review some of the APPS additional knowledge so that you can stride rather than tip-toe into your community agencies armed with skills beyond those of generalities.

WHERE AM I GOING?

By the time I complete this unit I will successfully identify and apply for a public service work station using the information in this booklet as resource information.

HOW WILL I GET THERE?	HOW WILL I KNOW. . . . .
1. Review all self-checks	I will take a comprehensive test from the self-checks.
2. Review the grooming log.	I will dress properly
3. Complete an application for the station for which I am applying.	I will submit it at my interview for evaluation.
4. Take part in an interview with the personnel officer of my prospective work station.	I will receive word as to whether I have been accepted for a work station.

Objective: To review the students knowledge of the reading materials.

Materials: This booklet, unit test.

Activity 1

1. Your teacher will direct you to a review of all of the check tests in this booklet.
2. You will ask for assistance or clarification of skills which you have forgotten or of which you are not sure. (example: Written and Oral Communications)
3. You will practice or study these deficient areas and then recheck.
4. You will be asked to take a comprehensive test from the self-checks.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

My teacher will grade my test.

SUGGESTIONS FOR THE TEACHER

Activity 1 - 146

Materials

1. All of the unit tests and self checks in this booklet.
2. A test taken from random items included on the self-check.

Purpose

The purpose of this activity is to take the first step in preparing for APPS completion.

Guidance

Individual assistance should be offered as requested. A composite of areas of study most frequently troublesome should be presented to the students.

Modifications or Extensions

None suggested.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 147	
Materials Paper, pen or pencil, grooming log and video tape.	**Purpose** The purpose of this activity is to continue preparation for a live interview.
Guidance 1. Check the grooming logs for "missed" items. 2. Divide the class into groups, guide them in selecting the major points on the video tape and relating them to their own projected experiences. 3. Lead a class discussion.	**Modifications or Extensions** None suggested.

Objective: To properly dress for a job interview.

Materials: No special materials needed.

Activity 2

1. You will check your "grooming log".
2. You will list those items where improvement still is needed.
3. You will watch a video tape on interviewing.
4. You will select the most effective elements in the taped interview and list them.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

My teacher will evaluate the appropriateness of my dress for the interview.

Objective: To prepare for a job interview.

Materials: Application form, dark blue or black pen.

Activity 3

1. You will fill out an application form neatly and accurately.
    A. You will exchange applications with a fellow student and make suggestions to each other.
    B. You will solicit the opinion of your teacher as to the final quality of your application and your interviewing techniques.
2. You will conduct mock interviews.
    A. You will play the role of applicant.
    B. You will play the role of employer.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

My teacher will evaluate my application form.

SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 148

Materials	Purpose
Application form, pen with blue or black ink.	The purpose of this activity is to practice filling our applications in preparation for an interview.
Guidance	**Modifications or Extensions**
This activity is scheduled for approximately three class periods. Its seriousness should be impressed on the students. Excellent quality responses are the only ones acceptable Additional types of applications should be made available for those who complete this one rapidly.	Extra applications for advanced students. Slower students should be given additional time.

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 149

Materials

This activity, pen or pencil, resource persons (preferably two or three).

Purpose

The purpose of this activity is to have the students experience a real interview (in private).

Guidance

The teacher will introduce the interviewer and will have arranged space ahead of time for privacy. The teacher will discuss the objective with the resource person(s) and will confer with the interviewer(s) at the conclusion of the interview as to the outcome of the students' interviews.

Modifications or Extensions

Special consideration and interviewing practices should be presented to handicapped students. An employer who hires handicapped persons should be included if there is a need. Local Public Service employment agencies can direct you to these. e.g. County, State or Federal.

Objective: To be accepted at a Public Service Job Station.

Materials: No special materials needed.

Activity 4

1. You will come to school dressed for an interview.
    A. You will self check your job application:
        1. Is is neat? ____________________
        2. Is it complete? ____________________
        3. Is it accurate? ____________________
        4. Does it say what you want it to express? ________________________
    B. You will think over what you have learned and be ready mentally.
2. You will be interviewed by a Public Service employer whom you do not know.

HOW WILL I KNOW I'VE DONE IT CORRECTLY?

My interview will be evaluated.